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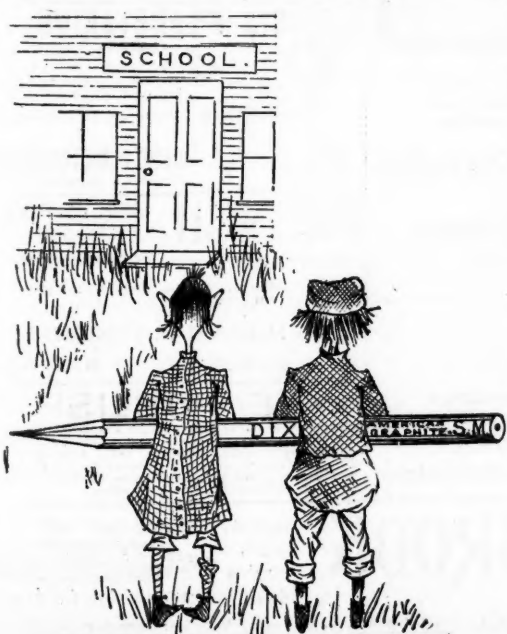
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# THE SCHOOL JOURNAL

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## An English School Excursion.

By WILLIAM ORR, Springfield, Mass.

Early on a morning in mid-July a group of some thirty boys from the Arnot street school, of Liverpool, were gathered on the landing stage by the Mersey, awaiting with decorum, but some impatience, the time of their departure on the annual holiday excursion. It was evident that careful preparation had been made for the outing. Each lad wore an old suit and had in reserve an overcoat for protection against the chill sea breeze. Then there was a "best" suit for Sunday wear and necessary changes of underclothing. The shoes were strong but "easy." Soap, towels, note-books, pens, and pencils completed the outfit. A staff of six teachers, assisted by a dozen "old boys," was in charge of the party.

Good fellowship, a spirit of enjoyment and anticipation of pleasant experiences were everywhere apparent, and added to these a business-like air of system and purpose. With no attempt at military precision or drill, the boys were trained to give instant obedience to the word of command.

When the party was aboard and the steamer on the way down the Mersey, note-books and pencils were produced and records of observations rapidly jotted down. Lighthouses, channel marks, towers, churches, headlands, and finally the mountains of Wales were in turn objects of eager attention. Guide books compiled by the teachers for this particular trip gave many facts of interest about the various localities and aroused a desire for further knowledge. Under such conditions, time did not hang heavy on the alert and eager school boys, and the six hours sail to Llandudno, on the Welsh coast, passed all too quickly.

On leaving the steamer the party made their way to a picturesque spot called Happy Valley. Here lunch was eaten. Then the boys were given freedom to explore Llandudno, with the aid of the maps provided. At 3.30 they assembled at the Promenade, and, in the cool of the evening tramped over the hills to Conway, six miles distant. On the route, an old Tudor hall dating back to 1584 was inspected. The Conway river was crossed by a suspension bridge. At Conway itself the excursionists made their headquarters at a hotel, occupying a building five hundred years old. After dinner at six, the boys and their masters climbed to the summit of Conway mountain, 807 feet high, viewed the sunset, returned to the hotel, enjoyed a "sing," and then to bed at eleven.

This brief outline of the day's program shows how carefully plans were made in advance to maintain interest, impart instruction and secure variety of experience, to promote good fellowship, and as far as possible to throw the boys on their own resources and cultivate self-reliance.

On the second day there was a joint excursion with the boys of the Conway school, under charge of the master, Mr. W. Allan. The route was over Conway mountain thru the Fairy Glen to a summit 2,000 feet in height, whence a fine view was obtained. Druid remains and ancient British fortifications gave material for historical study. Attention was also called to the great granite quarries and to the view of the seacoast and outlying islands. At the highest point stop was made for lunch and for bathing. The return to Conway was

thru pretty lanes along the valley of Afon Gyffon. After dinner the party strolled along the Morfa or sea marsh to the west of Conway and so the day ended.

The program for Sunday, tho not as crowded as that for the week day, was calculated to keep the members of the party fully occupied. Breakfast was at 9.00; dress parade at 10.45; service in the parish church at 11.15; dinner at 1.00. In the afternoon a short walk was taken over the nearby hills until tea at five. Letters were written home. An evening stroll was taken to view the sunset and then came an early bedtime in preparation for the next day's work.

Monday was spent in studying a river valley, the Aber, rich in illustrations of physical geography. Delta formations, erosion, and deposit, and the production of cliffs by faulting were observed and discussed. Comparison was made of the character of the valley in its upper reaches and lower levels and the sources of the river studied. In the river bed there were found rapids, pools, and pot holes. Attention was called to the process by which jagged stones fallen from the cliffs were worn by water action into rounded boulders and pebbles.

Botany and zoology were pursued with especial zest when the party was on the moorlands. The vegetation of the open uplands was contrasted with that of the wooded valley. One region near Conway, "The Ormes," is rich in rare specimens, and a carefully prepared list of the flora, with descriptions based on color, as far as possible, was provided as an aid to identification and a stimulus to search. In like manner the flowers of the sea marsh, Morfa, with its sandy soil, of the river marsh with its heavy loam, and of the mountain bogs were described and compared. The study included habits of life, and the influence of soil and local conditions. Emphasis was laid on the duty and importance of preserving flowers and of adherence to the motto:

"The general weel should be the general care,  
All should protect what all alike may share."

The boy's natural interest in animals found full opportunity for exercise in observing land and sea birds, the herons and curlews of the marshes, the wild goats of the hills, the butterflies, moths, and beetles found everywhere.

A country like Wales abounds in historical material, from the rude stone circles of the Druids to Norman castles, and halls and churches of the Tudor period. As the ford of the Conway was a strategic point, Briton, Roman, Saxon, and Norman in succession built fortifications to secure this vantage ground. Some of these were earthworks, the outlines of which are still traceable, while Conway castle is a product of a later day. The castle was opened to the inspection of the boys thru the courtesy of the custodian, while the other memorials of olden time were studied in the open. Instruction was given in the legends and tales of early Britan, or the stories of the border warfare of the Welshmen and English, and in the narrative of the union of Wales and England.

Interest in architecture was promoted and made intelligent by examining fine specimens of halls, castles, and churches. Engineering works, as lighthouses, the suspension bridges across the Conway river and Menai straits and the famous tubular bridge from the Isle of Mona to the mainland, were used to give lessons in practical mechanics and in the gospel of work.



The social side of a holiday was kept in mind. One evening the boys were entertained in the gardens of the vicarage at Conway, and on several occasions there was a joining of forces with a local school for a trip across the hills. Such holiday excursions are an interesting feature of English education. They are the result of voluntary effort on the part of enthusiastic teachers who welcome this opportunity to brighten the lives of their pupils, to promote good feeling, and to show the boys how to enjoy and profit by an outing.

Expenses are kept within the narrowest limit consistent with comfort. Each boy is required to keep a carefully itemized account and submit this each day to one of the teachers. While the cost of this particular excursion cannot be stated, similar trips from London, involving the same amount of railroad or steamer fare, have been made at an outlay of from five to six dollars a week. An outing lasts usually from one to two weeks. Such results can be obtained only by most careful planning. The excursion of the Arnot street school shows something of the thought and attention called for on the part of the teachers. A region rich in scenery and natural history, with a wealth of historical and legendary associations, and not too extensive, is the first requisite. Then as a base of supplies a hotel where charges are moderate. Finally a thoro planning of each day's doings in outline, so that every moment may be used to advantage.

Certainly there are lessons for American teachers in this leaf from the experiences of English schools, and the introduction of excursions of this kind, modified to meet local conditions, is worthy of consideration by progressive instructors.

## Parental Responsibilities of the School

By Supt. HENRY C. MORRISON, Portsmouth, N. H.\*

The American public school system has often been hastily condemned as a "forcing process." It would be interesting to analyze this condemnation for the sake of discovering on what basis of fact it rests. The public schools, on the score of their accountability, face two ways,—to the school board which represents the community of parents, and to the individual parent. So far as possible, they adjust themselves to the needs of individual children and to the wishes of parents; but it is not possible that they should become perfectly adjusted to all children or to the varying ideas and wishes of individual parents, and still do their duty by all parents. Hence, we have developed a system,—which is substantially the same all over the country, because substantially the same forces have been at work. This system is adapted to the needs of the great majority of the children; within certain necessary limits, it has as much elasticity as we yet know how to give. In the case of the unusual child who may fairly be said to be under a forcing process, it is fair to ask who is doing the forcing,—the school or the parent?

One cannot condemn too strongly the tendency of some parents to force children beyond their ability. Apparently, this tendency in the main shows two motives,—either an unwillingness to restrain the child's ambition and his natural wish to go on with his classmates, or parental pride. The latter of the two motives has not even the excuse of a well meaning but mistaken interest in the child's happiness. The former is just as ruinous if more excusable. When a teacher, who has watched the struggles of a child for a full year, gives it as her deliberate conviction that the child should not be promoted, she means that the welfare of the child would be best served by repeating the work of the year. She does not as a general thing mean that the child is unworthy of anything. Nor is her action in any sense a disgrace to the child, unless it is taken on account of the child's own negligence.

\*From annual report recently published.

Her opinion is entitled to the fullest respect. "But the child will be discouraged," the parent says. What if he is discouraged? The power to bear discouragement without yielding to it is certainly of more value to the child than any book knowledge he can learn. And it is far better that the boy or girl should remain for awhile in the brief discouragement of childhood than that he should go thru the rest of his school career illy prepared intellectually, and may be thru the rest of his life with impaired physical powers, the result of over-doing in school.

"But he will be too old to graduate." Perhaps so, but what of it? A little well learned will be of far more use to the child than many things half learned. And yet in most cases the time spent in reviewing is actually saved rather than lost. A year of time used up by the pupil in the lower grades in making sure of his standing, is often a whole high school course gained, and, what is infinitely more important, a lifetime of intellectual strength.

The wisdom of making haste slowly is especially pertinent to the high school. There, a multitude of causes may work in the direction of low marks and loss of class standing,—earlier forcing, inadequate preparation, unfamiliarity with methods, most of all the poor health or storm and stress of adolescence. In some cities it has come to be a common occurrence for parents to make up their minds in the beginning that a backward child or one who is not strong shall take five years instead of four to complete the course. And their great wisdom is seen in the healthy and scholarly young man or woman, who graduates at nineteen or twenty instead of a year younger as he otherwise would have done.

### The "Bad Boy" Problem.

All over the country, boards of corrections and charities are realizing more and more that the most profitable effort in the direction of cutting down the proportions of our criminal classes must be that which is directed toward the generation from which the ranks of criminals are of necessity recruited. Hence the "bad boy" is being studied as he probably never was before and being studied to better effect because of scientific methods and a considerable body of classified knowledge on the subject now available. I am conscious that it is to these boards of charities and corrections that the solution of this problem in the main properly belongs. It must be seen, however, that in so far as the bad boy, the embryo house breaker and petty thief, is a member of a public school, his career outside the school may become of very present interest to the school authorities.

A somewhat careful scrutiny of court records, many personal interviews with police officers and some acquaintance with numerous cases of juvenile delinquents have pretty thoroughly convinced me of the truth of the following generalizations regarding "hard cases" among our school boys:

1. The boy of the school age here referred to is not a criminal within the common significance of that term. He comes into court the first time with little or no understanding of the wrong of his deeds. He becomes more and more familiar with wrong doing and the courts of the law easily lose their terror for him; he becomes hardened and probably has a certain pride and gratification in the eminence he is gaining.

2. In practically every case, the home is primarily responsible, either because it is incompetent or because it is neglectful or because it itself is criminal. The admonition of a judge or the terror of arrest can have little permanent influence upon a child when home conditions are such as do not prevent him or which even inspire him in his law breaking. Records show that such a child is again arrested and even again and again.

3. Boys who have for two or three years been growing accustomed to wrong doing and the courts of the law show a tendency to entice smaller boys into the same habits. The records repeatedly show instances where gangs of boys have been arrested for some serious



misdeemeanor, which gangs were composed partly of boys fourteen and upward, who were old offenders, and partly of little fellows eight to ten years old, who in this way got their first taste of law.

We are, I suppose, chiefly interested in the effect which the existence of this juvenile delinquent class has upon the general question of public education. Does its existence seriously hamper the attainment of the main end in view?

What must be the plain effect upon his schoolmates of the appearance in school of a boy whom they know to have been the day before arraigned in police court or even to have been tried at a criminal session of the county court? The effect cannot be otherwise than bad. Their returning school fellow is to many of them not an outcast unworthy of companionship nor yet a repentant wrongdoer to be forgiven and helped, but rather a hero who has felt the strong arm of the law and come off unscathed. The lesson cannot be other than one of contempt for the law at even its most vital points.

Our public school system is designed primarily to prepare boys and girls for the privileges and the obligations of good citizens of the republic. To that end teachers are chosen and courses of study laid down. To that end the state imposes the law of compulsory attendance at school, and prescribes certain instruction in good morals and patriotism. But what do all these avail, if at the same time the experience of children shall teach them that laws may be broken with impunity and the law breaker retain his full place in the social scheme to which he belongs? One of these persistent offenders may well do more in a year to teach a roomful of children the spirit of lawlessness than a teacher can do in the same time to teach them respect for the law and good citizenship.

#### The Home and Homes.

It is clear that the point at which attention is first and most imperatively needed is the home and home conditions. Betterment may come thru statutory enactment or it may come thru the action of non-legal forces operating to raise the standard of home life. Probably permanent improvement must use both methods.

In the first place, there are homes so utterly unworthy the name, so wholly given over to filthiness and brutality, and parental incompetency that no child life can live there and hope to become anything different from what the surroundings must naturally make it. Children are frequently taken out of these homes by legal authority and placed among decent home conditions. It is a pity that the children of every such home cannot be cared for in the same way.

But what of the child who has already developed a vicious tendency? He should not ordinarily be placed in institutions or homes with other children, whom he is too apt to corrupt. He certainly should not be allowed to attend the public schools. The police authorities and the superintendents of industrial and reform schools seem to be at one in their opinion that the young boys should not be schooled with the older boys of more hardened character who usually make up the enrollment of such institutions. It remains then to give back the six-, eight-, twelve-year-olds to the care of their incompetent or wretched home, with the certain knowledge that they are bound to go on from bad to worse until the reform school gets them at an age at which the chance of reformation is gone and the likelihood of real reformation pretty much gone too.

Parental schools are sorely needed which by location, management, internal regimen and course of training, would be able to receive this class of young boys at a sufficiently early age, give them a right home life and such training as is best adapted to the elimination of budding tendencies to crime.

In the second place, a large number of cases come from homes which are capable enough but either wilfully or neglectfully irresponsible. The Colorado law looking

toward such families has logical point in its provision that parents shall be held immediately responsible for the misdeeds of children. It is no less then absurd, to say nothing of the harm it does, to put a little boy thru the stately process of the law, for a crime for which an older person might get a state prison sentence,—and then of necessity let him go with a reprimand. If the parent, to whose custody the child is given by the dearest laws of God and man alike, were punished for the wrong that child does by reason of neglect, he might think twice before again renouncing his responsibility.

One must have compassion for the hard pressed parent of many children; for the widow who is often unable to give her children the attention they need because she must be away from home to earn their daily bread; for the parent of the exceptionally unruly child. But the plain facts show that these cases are the exception rather than the rule, that in most instances the parent is entirely able, but simply unwilling to maintain the authority of the home. We need a more immediate legal constraint upon this latter class of parents, holding them to the reasonable performance of their parental duties.

The school can do something itself,—in some directions it is already doing much thru its good influence,—but it certainly cannot be held responsible for results in the way of reclaiming those juvenile delinquents or inhibiting their tendencies, inasmuch as it cannot control them for more than about one-ninth of their time. It is a question how far the school should in general concern itself with the out-of-school life of the child. The present tendency undoubtedly is for the teachers to think more of this side of their pupils' lives than they formerly did. Much in the way of learning and understanding the home and playground conditions of children, the grade teacher cannot do for lack of time, if not of the training and experience. The system as a whole, however, ought to be so organized as to enable it to reach out and help the child in his out-of-school relations.

Undoubtedly, the most effective curative a city can apply is the playground. The testimony of students of this problem of delinquency and of kindred problems points with one accord to the principle that boys who have a fair chance to develop their athletic instincts spend their superabundant energies in this way and thus avoid one of the principal forces impelling to mischief and wrong doing. One or more suitable and easily accessible fields about a city, properly graded and properly fitted for athletic sports, adds very desirably and effectively to a city's educational capital.

A book was opened just now purporting to contain the choicest selections concerning education. But it gave of America only words by Harris, Butler, and Eliot. Now some of the best things we have in educational literature were said by Horace Mann, but no quotation from him appears. None of the men mentioned in the book has been able to say his say in as condensed, epigrammatic a way. They have to take considerable space to present a thought. Then Col. F. W. Parker has said some things that will not soon die, and so has G. Stanley Hall. There might be a book of selections that would be quite precious; but an educator would have to prepare it.

Thru the efforts of the Philadelphia Vacant Lot Association, Weccacoe square, a two-acre plot of ground is to be used for a school garden this summer. The land is to be divided into 500 gardens, each of which will contain enough space for every child to raise vegetables for the family. In addition, some of the ground will be devoted to raising flowers. The children will receive a technical education in gardening.

## ✻ ✻ Successful Teaching of Physiology. ✻ ✻

By Ella B. Hallock.

There is but one thought in the minds of pupils, teachers, and the public at the mention of physiology, and that is hygiene and temperance. We have only to look out upon society or into the schools to realize that this end of teaching physiology is a most important one—so important that we must not fail to attain it. But there is a higher aim than this that the teacher must have in mind. There is one aim and only one that the teacher must strive for in teaching any subject. Utilitarian ends are all right and much to be desired, but no subject has an excuse for existence in the curricula of our schools that cannot serve over and beyond the utilitarian end, the great end of education. Teachers confronted with the subject of physiology should say, "I will not teach enough of this subject so that I can tell the pupils how to take care of their bodies; I will teach enough of anatomy and physiology, and in such a way, as to make my pupils thoughtful and appreciative." Let them say this and do this, and they have the golden key to success in their work. Make pupils think, and any subject can be taught them successfully. In teaching physiology, therefore, subject-matter must be selected and means and methods used that tend to awaken interest and thought in the pupils.

### The First Step.

Before any help can be given teachers in teaching physiology, they must agree to teach less in each grade than is ordinarily taught. By teaching less, *i. e.*, attempting to cover less ground, they will in the end teach more. In many schools an effort is made to cover the entire subject, in a more or less superficial way, according to the grade, in one year. Where this must be done, no help can be given. All the pupil can do is to cram, and the teacher aid him in the process by hearing lessons from a book. No end of education is served by this method; no clear, definite knowledge is gained; no interest is awakened in either pupil or teacher, but both alike are thoroly tired of the subject long before the high school is reached. If, beginning with the fourth grade, one division of the subject could be taught in each grade, a truly scientific work might be done—a work that would be a joy to both teachers and pupils, and that would accomplish results of a lasting character in the physical, mental, and moral development of the children.

### Right Relations.

Physiology should be taught from a broad standpoint. It is a part of the study of life, or, more broadly still, of the study of the universe. Man is related to everything on earth and possibly to everything in the heavens. The science, therefore, that treats of the structure and needs of man is related to every other science and should be taught in that relation. One is surprised in preparing even an elementary work on the structure and needs of the body, how the work must include in an elementary way truths from zoology, botany, physics, chemistry, mineralogy, meteorology, and astronomy. Can we not teach physiology in such a way as to make pupils feel the unity of all things?

1. From the primary grades to the high school, physiology should be made a part of the study of animal life. The aim is not to give a knowledge of the human body that shall equal the physician's, but rather the broad outlook of an educated person; to lead pupils to see resemblances and differences in the structure of living things, and to think about what they mean. "This is biology!" "This is comparative anatomy!" some teachers exclaim. Call it what you like, it is work that can be done in any school, by any teacher who has the A, B, C of her profession, *viz.*, ambition, brains, and common-sense.

2. Physiology should be related to the other sciences. This has been done in some schools. Closely related

topics in physics, chemistry, physiology, and other sciences are taught in the same grade. In the grade where muscles are taught, there is a series of experiments and problems on the lever. Accompanying respiration, there is a long series of experiments showing that air is a substance, that it exerts pressure, is affected by heat and cold and other physical properties. In the same grade oxygen, hydrogen, carbonic-acid gas, and watery-vapor become something more than mere names. In the grade where the eye is studied the physics of light is taught; the ear, the physics of sound—not exhaustively, of course, but in an elementary way. Physiologies can only refer to correlated topics in a general way; it rests with the superintendent or teacher to see that there is unity in the scientific matter taught in each grade and a scientific method used in teaching it.

3. Physiology *must* be taught in relation to good health. If pupils have a clear, vivid idea of the structure of the organs of the body, of their work, and of the conditions under which they work, hygiene becomes a mere matter of inference. That does not mean, however, that the whole subject is left floating indefinitely in the air. Six hygienic topics, air, food, drink, cleanliness, clothing, and exercise, pertain to the health of the body. They should be taught in every grade in connection with whatever division of the subject of physiology is being studied, whether it is covering, bones, muscles, respiration, circulation, digestion, or the nervous system. Every one of the six topics should be considered thoroly, intelligently, and seriously. These topics include the healthful things to be desired and the injurious ones to be shunned. A teacher who values and uses healthful things can inspire pupils with a sense of their value. If pupils are trained to love cleanliness in every detail of their lives, to desire clean water, clean clothes, clean surroundings, clean air at all times and in all places, very positive aid might be given to the solution of the alcohol and cigaret problem. Teachers testify that when pupils are allowed to study a physiological topic slowly and are trained to observe and think at every step, when they come to consider topics in hygiene these are studied with the same interest and seriousness that were given to topics relating to structure. Lightness and silliness of manner have vanished, and any topic, whether it is air, dress, or alcoholic drinks, is met with respect and interest, to discover, if possible, its relation to the health of the organs that are being studied.

### Subject-Matter.

**Primary Grades.**—How can physiology in primary grades be made a part of the study of animal life? In the lowest grades of many schools, the pupils study the external parts of the body—the head, neck, trunk, legs, and arms. Would it not add to the interest of the child when he finds out that his body is composed of five principal parts, to have him discover whether other living things have five parts or four parts or three or two or one part? If he studies the external parts of his arm, notice the sparkle that comes into his eye when the teacher asks him to find the arms of the horse, the bird, the frog, and the fish; to notice how they differ in shape and to think about why they differ. Those are problems for the child, something for him to do, and they are worth doing. The pupils and teacher find out the different kinds of work the different kinds of hands do, how each kind is suited to its work, and then the different kinds of work done by the wonderful human hand, until a little bit of appreciation of this wonderful "gift" to man creeps into the hearts of all. After this study, isn't it perfectly natural that the pupils should be interested in knowing how the hand must be cared for and trained in order that it may do its best work? And then every detail is entered into in regard to the care and training that are necessary in order that hands may be strong,



beautiful, and skilful, the pupils writing day by day in books kept for that purpose, short, simple, specific rules that express what they will try to practice, such as, "I will wash my hands on rising;" "I will wash my hands before going to bed;" "I will wash my hands before eating," etc.

The aim in the lowest grades is not simply to teach hygiene, but to teach the structure and use of the principal external parts or the body in such relations and by such methods as will make even the little pupils think and appreciate. In this way physiology takes its place with other subjects and becomes a means of education. The subject-matter for primary grades may include these topics: I. External Structure—The Principal Parts, The Fore-Limbs of Animals—The Arm, Means of Locomotion—The Leg, The Trunk, The Head and Neck; II. Needs of the Body—Air, Food, Water, Sunshine, Clothing, Exercise and Rest.

**Grammar Grades.**—On reaching the grades where physiology proper is taught, instead of studying about human bones, muscles, etc., as if man were the only animal possessing these organs, the whole subject of anatomy and physiology may be divided into four sections and these into their sub-divisions, which are to be apportioned among the different grades. Four characteristics of animal life, are, motion, breathing, eating and feeling. Include the organs to be studied under these heads, as, 1. How Animals Move—(Muscles, Bones, and Covering); 2. How Animals Breathe—(Respiratory Organs); 3. How Animals Eat—(Digestive Organs); How Animals Feel—(Organs of the Nervous System). In the fourth grade, teach The Covering of Animals; in the fifth, Bones; in the sixth, Muscles; in the seventh, Respiratory Organs; in the eighth, Circulatory Organs; in the ninth, Organs of the Nervous System.

#### Methods.

How is a teacher to teach physiology under the above heads without a special course in comparative anatomy? How can the present text-books be used in this work? A biologist would not think conditions very favorable for teaching biology or even comparative anatomy. Do not let us be frightened by high-sounding words. Some of the recently published text-books have much of comparative anatomy in them and they are very popular with both teachers and pupils. However good or however poor the text-books may be, the teacher should make her own comparative anatomy by simply comparing wherever a comparison can be made.

First, let the teacher gather up all the text-books from the pupils' desks and store them away until she is ready to have the pupils use them. Then let her take one of them for a guide in assigning topics for independent work by the pupils. I pick up at random a text-book for intermediate grades. The first statement made under Muscles is that they are on the outside of the body. Assign for the first topic, the *location* of muscles. Are they always on the outside of the skeleton? Run down thru the scale of animal life. You will find the next statement to be in regard to *color*. Are they always red? Follow the text-book and place on the board the topics as they occur. They will run something like this: Location, Color, Arrangement, Number, Structure, Properties, Action, Use and Training, Health—including every topic pertaining to the health of the muscles, and therefore to the health of the whole body. Assign definite work for the pupils. Let them gather as much information as possible from their own observation. Correct and supplement their observations by work done in the class when specimens and simple pieces of apparatus may be used. Assign new topics for thought and study (return the text-books and place other books at the disposal of the pupils). Finally, call for written work, which will include descriptions and drawings of things seen and thought about. The children have seen, thought, written, and drawn; there is but one thing more for them to do and the work of education is complete. That is, to express by *action* what they have seen and said

should be done in matters pertaining to good living. To accomplish this important end, form in each grade the Good Health Club.

**The Good Health Club.**—Provide each pupil with a blank book or cardboard folder, at the top of the first page of which these words are written: "As I wish to live the best life possible, I will try to keep these rules."

Slowly, week by week as better ways of living are discovered, rules are formulated and practiced by the members of the club. In the end the club will be following a regulated "day's order" that touches the physical life at every important point. The rules will relate to rising, the bath and care of the body, breathing and ventilation, dress, diet, hygiene of eating, total abstinence from all injurious articles, exercise including work and play, position and carriage of the body, rest and sleep.

Hold special meetings, once a month, at which there can be addresses, discussions, and readings on topics relating to health.

Each member is free to accept or reject any rule, but, having entered it into his book, he is expected to live up to it.

#### Means.

The teacher must have materials to aid her in teaching physiology. If a teacher has to teach but one subject in a grade she can easily prepare and collect all the materials necessary for teaching her special topic. She will become a sort of specialist in her subject. Specimens should be prepared away from the pupils. Bones can easily be collected and cleaned, and even entire little skeletons mounted on cardboard. Muscles can be dissected out from the limbs of small animals and preserved in alcohol or formalin. Internal organs showing marked gradations in development, from the fish, frog, fowl, and mammal, may be gradually prepared. Directions for doing this work are given in any advanced physiology. Not all at once, but, as the years have passed, I have been able to collect a series of hearts, lungs, and brains. They are all objects of interest and beauty and they appeal to thoughtful pupils as such when presented by a thoughtful teacher. We are repelled by what we do not understand. I might add that, in all my experience, I have never found it necessary to kill an animal. One has only to go to the market, to fishermen, to hunters and trappers, in order to obtain all the dead animals needed. It is interesting, also, to know that it is the testimony of teachers, without exception, so far as I have been able to learn, that objective work in physiology, whereby the pupils gain a real knowledge of the vital organs, tends to make pupils more regardful of life.

Casts of different parts of the body and of the whole body, perfect in their proportions, may be bought for a few cents. Models and charts are more expensive. Home-made charts may be made on manila paper or white cloth, enlarging, by any method familiar to the teacher, the drawings found in a physiology.

The teacher must have helpful books, and a long list of them might be named. There come to my mind the titles of three or four that I have used oftenest: Huxley's "Elementary Physiology" (Macmillan); Foster & Shore's "Physiology for Beginners" (Macmillan); Orton's "Comparative Zoology" (Harper); Colton's "Practical Zoology" (Heath) and every book and article on hygiene available and valuable.

To sum up: Aim high; train pupils to see, think, tell, and do. Teach slowly and broadly, using scientific methods. There will result real knowledge that will never fade away, correct habits of thought and study, a tendency to seek for truth and express truth, an appreciation of, and a regard for, living things, an appreciation of the higher purposes of every part of the body, and a desire to live so that these purposes shall be fulfilled. Are not these ends worth striving for?

Physiology is a chapter from the great book of truth. Teach it for its own sake, first, as any science should be taught, and hygiene and temperance and all other good things will be added.



## Present Day Geography and Discovery.

### Commercial Korea.

In a recently-published monograph the department of commerce and labor has given some timely and interesting information concerning Korea.

The population of Korea the monograph in question puts at about fifteen millions in round numbers, the area at about equal to that of the state of Kansas, and the foreign commerce at about twelve million dollars, of which imports form about seven and one-half millions. . . part of the Chinese empire prior to the Christian era, Korea remained under the control of that country until about the end of the sixteenth century, when the Japanese sent a large invading army into Korea for the purpose of driving out the Chinese and taking possession. The Japanese rule, however, was comparatively brief, and in 1627 the people of Manchuria placed the country under vassalage, and until 1894 Korea recognized the control of China by sending tribute-bearing missions annually to Peking.

In 1894 an insurrection led the country to ask aid from China, and Chinese troops were sent. This action, being looked upon by the Japanese as a step toward the complete control of Korea by China, precipitated a war between China and Japan in 1894, which resulted favorably to Japan and was followed by a renunciation of Chinese sovereignty by the Korean king, the substitution of Japanese for Chinese influence, and the introduction of many important reforms under Japanese advisers. These reforms included adjustment of taxation, abolition of slavery, establishment of educational institutions, introduction of a postal system, membership in the International Postal Union, and a reform of the judiciary.

Commercially the development of Korea begins with 1876, when two ports, Gensan and Fusan, were, upon the insistence of Japan, opened to trade with that country only. In 1882 Admiral Shufeldt, of the United States navy, visited Korea and secured a treaty of friendship between the United States and Korea by which American vessels were given access to its treaty ports and the safety of American vessels and citizens assured. This was followed by treaties with Germany and Great Britain in 1883, Russia and Italy in 1884, France in 1886, Austria in 1892, and China in 1897. The formation of the treaty between Korea and the United States in 1882 was immediately followed by a visit from a Korean embassy to Washington, sent to exchange ratifications of the treaty. From this time forward Korea was opened to foreign trade and western civilization, and the Korean government established its legations in the United States and other great commercial nations. With the opening of the treaty ports and the establishment of commerce an official record of Korean imports and exports began. This shows imports in 1884 amounting to about \$800,000 and exports amounting to \$475,000. By 1890 imports had grown to \$3,850,000 and exports to \$2,975,000. In 1902 the imports at the treaty ports amounted to about \$7,000,000 and the exports of merchandise to about \$4,200,000. In addition to this, exports of gold amounted to over \$2,000,000, while the imports and exports at other than treaty ports are estimated as being sufficient to bring the total commerce of 1902 up to fully \$15,000,000, exclusive of gold exports, which, as above indicated, amounted to about \$2,000,000.

The most important articles in the export trade are rice, which shows an annual exportation of more than a million dollars; beans, a half million; ginseng, nearly a half million; and hides, about one hundred thousand dollars in value in the latest available year. Of the importations, cotton goods form the largest item, from three to three and one-half million dollars per annum; silk piece goods imported from Japan and China amount to 600 thousand dollars per annum; kerosene oil about 300 thousand dollars; railway materials about 250 thousand

dollars; mining supplies about 200 thousand dollars; and bags and ropes for packing, 150 thousand dollars. Korea, like China, is now drawing considerable quantities of cotton yarn from Japan, and considerable supplies of cotton manufactures. Great progress is being made by Japan in the manufacture of cotton, and in addition to supplying cotton cloths to China and Korea in large quantities it is now supplying cotton yarns which are used in household manufacture as well as in certain of the cotton mills which exist, and are proving quite successful.

The foreign commerce is carried on thru the treaty ports of Chemulpo, Fusan, Wonsan, Chinampo, Mokpo, Kunsan, Masampo, and Song Chin. Chemulpo, which is located on the western coast of Korea, about midway from its southernmost point to the northern boundary, has by far the largest commerce. Its imports in 1902 were reported at \$1,250,000 out of a total of \$1,920,000. The exports of Chemulpo, however, are very much less than those of other ports, being \$45,000 in 1902 out of a total of \$1,830,000. Its pre-eminence over the other treaty ports as a point of importation is due largely to the fact that it is of itself a considerable city with a comparatively large foreign population and is in direct railway communication with the capital of Korea, Seoul, which is only thirty-five miles distant.

### Captain Scott in the Antarctic.

Advices from New Zealand report the arrival of the British Antarctic expedition under Captain Scott, the eminent explorer. Probably no expedition has ever been more successful in extending the bounds of geographical knowledge. During the first year the explorers achieved three notable successes which have been well supplemented by the work of the second year.

During his first year in the Antarctic Captain Scott traced the eastern edge of the continent for 350 miles south of his winter quarters at Mount Erebus, attaining a latitude of eighty-two degrees seventeen minutes south. From this farthest south, ranges of mountains continued to stretch far away a little east of south as far as the eye could reach.

The second achievement was the journey of the Discovery for 640 miles east of Mount Erebus along the edge of the great ice barrier to the shores of another land never seen before, which Scott named King Edward VII. land. About 170 miles to the west of this shore Captain Scott made a sledge excursion over the ice southward, nearly to the seventy-ninth parallel. From a balloon he saw many parallel lines of undulation extending southward as far as the eye could reach. To all appearances a great bight penetrates the continent between Victoria Land and this more eastern land region.

The third achievement was a sledge journey from Mount Erebus westward into the continent for about a hundred miles from the coast, ascending glaciers and mountains to a smooth, open, snow-covered plain.

During the second year no further attempt was made to attain a high southing. A sledge journey was made over the sea ice to a point 160 geographical miles south-east of the ship. No land was found, which seems to confirm the belief that the region is a bight of the ocean. The exploration of the continental mass to the west of the Discovery's winter quarters was extended inland 270 miles, about forty miles further south, and 100 miles further west than the point reached during the previous year. It was found that the vast continental plateau rises to a height of 9,000 feet.

After the Discovery was released from the ice some interesting work was done. It was found that the Balleny islands were identical with the three Russell islands of Ross. It has long been conjectured that they were the same altho the position given by Ross differed con-

siderably from that of Balleny. It was also found that the extreme eastern part of the coast line indicated by Wilkes does not exist. This disproves the hypothesis that the coast of Wilkes Land is extended eastward in a long connected line to Victoria Land.

The fact seems to have been definitely established by the discoveries of the German expedition at the western extremity of Wilkes Land that the land masses there are a part of the continental coast. If Scott's conclusions are correct it is probable that there is an important recession of the shore to the west of Victoria Land, which may thus be a broad peninsula.

#### Wonders of North Alaska.

The report of the United States Geological Survey's expedition to Northern Alaska has been published, thus bringing to light much interesting and valuable geographical information. The members of the expedition were Messrs. F. C. Schrader and W. J. Peters who, during the summer of 1901, crossed central Alaska from the Yukon to the Arctic ocean. This was the only expedition that ever made this overland trip. Other white men have reached the northern shore of Alaska and the southern shore of the Arctic ocean by means of whaling vessels and other seacraft, but this overland journey is unique in Arctic exploration.

The expedition sailed for Alaska in early spring of 1901. An arduous preliminary journey of 1,200 miles was made by dogsled down the Yukon to the "Koyukuk," the most northern mining camp on the continent. With it as a basis, explorations were made by dog sleds to discover a pass over the rugged mountains toward the North. One was found, and as soon as the ice broke up in June the expedition set out in canoes. The way was northward up the John river, thence by portage across a pass, and by canoe down the Anaktuvuk and Colville to the Arctic coast. Point Barrow was reached Sept. 3 and as the sea was about to freeze up the party embarked in an open whale boat and coasted south for three hundred miles until picked up by a collier and landed at Nome.

This expedition has yielded rich geographic and geologic results. The region was found to consist of three well marked geographic provinces, the Mountain or Middle, the Koyukuk or southern, and the Arctic slope or northern, which are comparable to the Rocky mountains, the Great Interior Basin, and the Great Plains in the western United States. The middle province consists of a belt of rugged mountains, 100 miles in width and 6,000 feet high. They are a continuation of the Rocky mountain system, but turn here and run east and west at right angles to their general trend. On either side is a gently rolling upland country. To the north it slopes down to a nearly flat coastal plain along the Arctic.

The geology of the country is interesting. The evidence goes to show that northern Alaska has been tilted toward the westward in geologically recent time. The rocks are sedimentary, ranging from paleozoic to recent in point of age. The paleozoic rocks are of economic importance, since they seem to be the source of the placers found in the country. Occurrences of gold, silver, copper, lead, antimony, and coal are found thruout the country. The most important of these metals is gold, which has been produced there in commercial quantities since 1899. It is found in the district above the sixty-seventh parallel. Coal is widely distributed. It occurs in the Koyukuk province as bituminous coal. Some is also found on the Arctic slope on the Anaktuvuk river. Considerable quantities of lignite are exposed along the bluffs of the Colville. A fair grade of bituminous coal is mined at Cape Lisburne.

#### Canals of Mars.

A prominent English astronomer has made some curious observations concerning the planet Mars and its inhabitants. In studying the canals which intersect the planet, he has made several interesting deductions. There

are two canals called by astronomers Thoth and Amenthes, which come alternately into the telescope's field of view. The astronomer maintains that it is evident that they are so dependent on a single water supply, which is admitted to each in turn. This is further proof, he maintains, that the canals are not accidental markings of the planet's surface, but artificial channels of irrigation regulated by the Martians. An objection to the theory is the huge size of the canals. Many are calculated to be at least sixty miles wide, making it difficult to imagine how such gigantic affairs could be worked.

On the other hand, the so-called canals are perhaps not actual water channels themselves, but broad tracts of cultivated land, which are only distinguishable from the surrounding desert when the crops ripen. From these speculative facts the conclusion is drawn that the alternation of the visibility of Thoth and Amenthes proves that the Martians are obliged to economize their scanty supply of water for irrigating cultivable land in the vast sections, so as to combat a water famine.

#### Archeological Work in Greece.

Few people realize the time, money, and intellect expended in the archeological research work going on in Greece. With the return of spring five schools of research have resumed work in the peninsula. The American school will continue its excavations at Corinth. The northern, and, apparently, the western limits of the agora have already been ascertained, and it is hoped that the southwestern corner will be reached before the end of the season. It is expected that this will result in the identification of some of the sanctuaries mentioned by Pausanias as the starting points of roads to Sicyon and the Acrocorinthos.

The British school will resume its excavations at Palæocastro, Eastern Crete, where a rich series of Mycenaean vases and terra cottas have been discovered. Trial excavations will be made at Laconia. The first site will be the temple of Artemis at Kary.

The French school will excavate more completely and systematically the Delos excavations, which have already interesting traces of the commercial activity of Roman republican times. The excavation of the temple of Apollo Ptoos, northeast of Thebes, will continue.

The Germans will resume their researches on the island of Levkas, which Dorpfeld identifies as Homer's Ithaca. The Greek society will continue its work at the temple of Hera in Samos and also in the neighborhood of the Theseum at Athens, which may fix the boundaries of the agora in this direction. It has also undertaken repairs to the temple of the Apollo Phigaleia and the restoration of the lion of Chæroneia.

#### Port Arthur.

Some forty years ago it appears that Lieutenant Arthur commanded H. M. S. *Algerine* that entered the harbor of Port Arthur on June 30, 1860. Mr. Blakeney, who was in the coast survey service in those waters at the time, wrote lately as to the incident thus:

"We anchored for the night in Pigeon bay, about five miles north of the promontory, and, having ascended next morning to the summit, some fifteen hundred feet above the sea, we thence obtained our first view of the now celebrated Port Arthur—so named by Commander John Ward, of the *Actæon*, after Lieut. William Arthur, whose ship, the *Algerine*, was the first to enter it.

#### Harbin.

Harbin was a city of 70,000 population when the Russians went there to build the extension of the Siberian railroad. It has now a population of 125,000. It is in the heart of Manchuria, in a fertile plain where wheat, maize, oats, barley, rice, vegetables, fruits, and grass grow in abundance. It is on the Sungari river, which empties into the Amur. Steamboats navigate here. It is a center of great activity. There are flour mills, meat packing (pork mainly), lumber, and brick making. This is Russia's base in the Far East.



## Manual Training Schedule. XV.

By Dr. James P. Haney, Director of Manual Training, New York City.

### Grade 6B.

#### Boys.

Total time per week 90 minutes, to be divided into two periods of appropriate length for lessons in working drawing, structural and applied design, and object drawing.

**Working Drawing.**—Develop and emphasize the purpose of working drawings. Aim to secure clear and well-placed free-hand sketches, followed by accurate mechanical drawings, carefully lettered and dimensioned. Insist on neatness in execution.

**Design.**—In structural design develop law of fitness to purpose—i. e., that use determines form and material, and that desire for strength and beauty determines proportions.

(Two lessons each week.)

1. Working drawing (free-hand). End mortise joint. Two views, half size. Extension, dimension, lines, etc.  
2. Working drawing (mechanical). End mortise joint. From sketches made first lesson. Vertical dimensions should be turned to read from bottom of page toward the top.

3. Practice free-hand printing and numbering. Print name and title on working drawing.

4. Working drawing (free-hand—third angle, three views). From model furnished by shop instructor, or from inkstand or other model furnished by special teacher. Extension, dimension lines, etc., indicated. Use hard pencils. Study of model to develop the principles of structural design (fitness of model to purpose; beauty in proportion, proper relation of parts), with a view to the making by each pupil of a model showing original dimensions.

Each pupil will plan within given limitations original proportions for his model. The dimensions planned may be marked upon the free-hand working drawing made last lesson. If necessary a new free-hand drawing will be made and dimensioned.

6. Plan original modifications in outline of model dimensioned last lesson. Make several sketches.

7. Each pupil will draw full size such part of the model as is modified in outline. This drawing is to be followed in shop or class-room in the construction of the original form.

8. Working drawing (mechanical) of original model from sketches made sixth lesson. Position of drawing on paper to be decided by pupil. Three views, lightly drawn, showing parts of original model, without modified outline. Practice printing name and title.

9. Make careful drawings of parts showing modified outline, cut these out and use as templates in completing working drawing. Extension, dimension lines, etc. Print name and title.

**Design.**—In applied design aim to develop knowledge: of balance—equalized weights or consistency of attractions, rhythm—continuous or related movement, harmony—consistency or relationship of masses. Emphasize the proper relation of the decorating mass to the space decorated, and the refinement of the elements of the mass.

(Two lessons each week.)

10. Design for constructed form. Sketches, original units from flower or from leaf and flower.

11. Continue with sketches for design for constructed form.

12. Continue with sketches for design.

13. Complete design for constructed form.

14. Trace on paper design for constructed form. Make two tracings. One to be painted, the other to be used in tracing design on constructed form.

15. Practice painting flat washes of grayed colors suitable for staining wood, as illustrated on color chart, and paint background of design.

16. Practice painting units for design in colors, showing harmonious relations with background color.

17. Complete painting design.

**Object Drawing.**—Aim to secure correct foreshortening and accent in drawings of familiar cylindrical and prismatic objects in simple groups and tests by pencil holding and pencil measurements of directions and proportions. Use individual models wherever possible. In all drawings seek quality of line expressive of texture.

(Two lessons each week.)

18. Draw cylindrical object, below or above eye, or picture study: "Morning in Alsace"—Marchal.

19. Sketch group, as jar and water cup. Note size and placing. General proportions and position of objects. Sketch whole group lightly.

20. Complete drawing of group sketched 17th lesson. Group placed in position and studied. Errors in proportion and appearance corrected. Complete drawing—attention to rendering.

21. Test Drawing.—Group, cylindrical object, and cup or vegetable. Development of lesson to precede drawing.

22. Draw vegetable form, or picture study: "Reading from Homer"—Alma Tadema.

23. Sketch two books turned, or strawberry box turned. Note size and placing. General proportions; relative proportions. Sketch group or object lightly.

24. Complete drawing sketched twenty-third lesson, or proceed as in lesson twenty, or picture study: "John Alden and Priscilla"—Boughton.

25. Triangular prism, horizontal and turned. Make several quick sketches of the model turned at different angles.

26. Draw triangular prism, horizontal and turned.

27. Test Drawing.—Triangular prism, horizontal and turned. Development of lesson to precede drawing.

28. Sketch book, partly open, standing on long edges, turned like triangular prism. Proceed as in lesson 19.

29. Complete drawing of book, sketched last lesson.

30. Draw vegetable, foreshortened, or picture study: "Harlem River—Evening"—Parton.

31. Plant Form Drawing.—Blocking in foreshortened leaf or paint vegetable with leaves in water color.

32. Blocking in foreshortened leaf or paint vegetable or spray in water color.

33. Blocking in and drawing foreshortened leaf. Attention to rendering, or paint spray or flower in water color.

34. Blocking in and drawing leaf or simple spray, or picture study: "Delphic Oracle"—Michael Angelo.

Salt rheum, or eczema, with its itching and burning, is cured by Hood's Sarsaparilla. So are all other blood diseases.

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## Notes of New Books.

*Brief Greek Syntax*, by Louis Bevier, Jr., Ph.D., professor of the Greek language and literature in Rutgers college. — This is simply a very brief manual of the essential rules of syntax, expressed in a form suited to be easily memorized by pupils. The various topics are well treated, and the rules are illustrated by numerous selections from the authors commonly read by preparatory classes, mainly the *Anabasis* and *Homer*. The treatment of the tenses and modes of the verb is unusually good for a brief compendium. The author believes that, at least, this much of grammar is essential to valuable work in Greek. (American Book Company, New York, Cincinnati, and Chicago.)

*Greek Lessons for Beginners*, by Frederick Stilman Morrison, teacher of Greek in the Hartford High school, and Thomas Dwight Goodell, professor of Greek in Yale university. — The leading feature of this number of the series of *Twentieth Century Text-Books* is that it implies a careful study of the Greek grammar from the beginning. While, as with most beginner's books, the inductive method is followed, simple combinations of words leading to those more complex, and the forms being learned just when they are to be used. The relations of the members of the sentence are expressed in the form of rules to be committed and applied. This results in a more accurate knowledge of the grammar than is gained thru the common method.

The book is designed to be used along with Goodell's "School Grammar of Attic Greek," and some of the unusual constructions are fully explained. The part which arrangement of words plays in conveying the meaning is made unusually clear. This is seen particularly in the explanation of the infinitive construction, and in the use of the adjective. The selections of sentences and exercises are suited to fine work. (D. Appleton & Company, New York.)

One who desires to know the last opinion regarding the forces of American history does well to read Ellen Churchill Semple's *American History and Its Geographic Conditions*. Its quality is distinctly fine, — it is philosophical, very accurate, and written in admirable English. The method of treatment is somewhat indicated by the chapter headings. The author correctly holds that all other history is a revelation of the origins of American history, and, in particular, sees that the United States is the expansion of Europe. This principle is clearly developed in the first chapter. That the rivers of the Atlantic and Gulf coasts were the gateways into the United States is a patent fact, amply demonstrated in the historic instances cited in the second chapter. Back of the Atlantic and Gulf coastal plains lie the Appalachians, to bar the colonists from too rapid and too early advance far into the interior, — such is the subject of the third chapter. The later history of this most interesting mountain region is fully discussed in the next two chapters. The Louisiana purchase forms the subject of the sixth chapter, that deals largely with the lower Mississippi river valley. We have now reached the period of the war of 1812, which brings us once more to the Atlantic coast and ocean, the theme of the seventh and eighth chapters.

One may well pause at this point to comment upon the singular skill shown in the interweaving of the geographic and the historical facts; if a comparison may be made, the historical knowledge is rather more complete and better developed than the geographic, as it should be in view of the title of the book. We are next taken to the Mississippi valley again, and discuss, in the ninth chapter, its later history. The tenth chapter very properly carries us to the far West and the Rocky mountains. The eleventh chapter pursues the same theme. There follow next some seven chapters dealing with special regions and topics, such as the Civil war. In the nineteenth and last chapter we view the United States as a power upon the Pacific ocean.

Perhaps the finest quality in this very fine book is the evidence of an ample historical imagination, for here are ideas that reach out into the bigness of world history, and without straining of language to give the effect. The author undoubtedly has a command of modern history that is very unusual in writers upon the history of this country of ours. Every page bears testimony that here is no book rushed into print, but a carefully thought-out and a well-seasoned product of scholarship and literary skill.

The work is printed in the most attractive literary form, with large type, on excellent paper, and with a sufficient number of fine maps and illustrations. It is, at the same time, so definite and logical that it would serve well as a textbook in higher classes in secondary schools.

The reviewer of such a book cannot resist the temptation to comment upon the fact that it has been written by a woman. It will be a fortunate day for American historical letters, when a majority of the men who write upon American themes know how to write as intelligently and as superbly well. There is no sex manifest in this kind of historical composition, because there is a splendid abundance of trained and informed intellect.

For a decade, and perhaps more, hence, those who know American historical works will be inclined to demand of the Congressmen who legislate for the American history of the future and of the historians who write of the American history of the past at least as much knowledge of the relations of history and geography as is embraced in these competent and instructive pages.

(Semple, "American History and Its Geographic Conditions," large 8vo, pp. 456. Good index, with reference to authorities consulted. Illustrated. 1903. Houghton, Mifflin & Company, Boston.) W. E. CHANCELLOR.

*Bacteria, Yeasts, and Molds in the Home*, by H. W. Conn, Ph.D., professor of biology in Wesleyan university; author of "Agricultural Bacteriology," "Bacteria in Milk and Its Products," "The Story of Germ Life," "The Method of Evolution, etc." — The cause of decay in foods and the means of preventing such loss have material interest for every housewife. Dr. Conn has written this book for the especial purpose of explaining the first and teaching the second to those ignorant of scientific appliances and their use. The early chapters describe the essential features of the micro-organisms concerned with decay, including their methods of multiplication thru division and by means of spores. The accidental products of their life are also given, and a distinction is carefully drawn between those of value and use, as vinegar, and those which injure, as the flavor produced by common blue mold. That these organisms are sometimes indispensable is shown from the flavor of the different varieties of cheese and of butter, due to the growth of such organisms.

The later chapters deal with decay and disease. Most fruits and meats decay because certain of these organisms, most of them vegetable, obtain a lodgment and grow upon their material. Hence, to preserve them, any that may have found such access must be destroyed, and heat is the best agent for such destruction, while all others must be shut out, as in canning. So communicable diseases, as small-pox and diphtheria, are carried by such organisms or their spores. Then their spread must be controlled by isolation and destruction of the germs. The most approved methods of doing this are outlined. The style is simple and the statements are readily understood by those of ordinary intelligence. (Ginn & Co., Boston.)

*Elijah Kellogg; the Man and His Work*. — This name will awaken the attention of thousands of teachers and a hundred thousand who are not teachers, for was he not the author of "Spartacus"? Who of us has not declaimed or heard declaimed, "Yet I was not always thus." How the hearts of boys and girls thrilled at the close: "If we must die, let us die under the open sky, in noble, honorable battle." But this man wrote books that cannot die, "The Elm Island Series," "The Whispering Pine," etc. — some thirty in all and everyone calculated to be of benefit to young people. A noble life truly! It well deserves the attention of Professor Mitchell, of Bowdoin college, who edits the volume. This volume and all of his writings deserve a place in school libraries and we advise teachers to select them. (Lee & Shepard. Price, \$1.20.)

### Came from Coffee.

A Case Where the Taking of Morphine Began with Coffee.

"For 15 years," says a young Ohio woman, "I was a great sufferer from stomach, heart, and liver trouble. For the last 10 years the suffering was terrible; it would be impossible to describe it. During the last three years I had convulsions from which the only relief was the use of morphine."

"I had several physicians nearly all of whom advised me to stop drinking tea and coffee, but as I could take only liquid foods I felt I could not live without coffee. I continued drinking it until I became almost insane, my mind was affected, while my whole nervous system was a complete wreck. I suffered day and night from thirst, and as water would only make me sick I kept on trying different drinks until a friend asked me to try Postum Food Coffee."

"I did so, but it was some time before I was benefited by the change, my system was so filled with coffee poison. It was not long, however, before I could eat all kinds of foods and drink all the cold water I wanted and which my system demands. It is now 8 years I have drunk nothing but Postum for breakfast and supper, and the result has been that in place of being an invalid with my mind affected I am now strong, sturdy, happy, and healthy."

"I have a very delicate daughter who has been greatly benefited by drinking Postum, also a strong boy who would rather go without food for his breakfast than his Postum. So much depends on the proper cooking of Postum, for unless it is boiled the proper length of time people will be disappointed in it. Those in the habit of drinking strong coffee should make the Postum very strong at first in order to get a strong coffee taste." Name given by Postum Co., Battle Creek, Mich.

Look in each package for the famous little book, "The Road to Wellville."

## The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING APRIL 16, 1904.

### A Noble Stand.

The veterans of the Confederate army met at Grenada, Miss., and unanimously declared that they were "violently, vehemently, and eternally opposed to the practice of burning human beings for any crime whatsoever," and that they "appeal in thundering tones to all Confederates, their wives and daughters, and to that great and glorious organization, the Daughters of the Confederacy, one and all to arise in their might and by precept and example, voice and pen, moral force and influence, help put a stop to this diabolical, barbaric, unlawful, inhuman, and ungodly crime."

Let us hope that the horrible outrage unequivocally condemned in this utterance will never be heard of again in any part of our country. One act of brutal lawlessness by citizens of this supposedly enlightened and Christian land reduces the effect of the moral teaching in the school and pulpit one-half. It is wrong to minimize lynching. The plain state of the case is that it is to be found in no civilized country outside of America. We are claiming too much for our civilization as long as popular fury knows no restraint and blackens the pages of our country's history with lawless deeds of inhuman character. Such a thing as the burning of a human being has not been done in England since "Bloody Mary's" time, and then the act was committed in quite another spirit than prevails at the burning of a human being here. The accounts of these awful crimes are read with horror in Europe. Let young America know the truth that they may insist upon a higher standard of civilization thruout the land. Lawlessness of every form is the greatest foe of mankind. The duty of the schools is plain.

### Social Work in the Schools.

Dr. Henry S. Curtis who has done some excellent work in the development of the social phases of school life desires to gather information concerning the following questions. Teachers who are willing to help in the work are requested to give narrative pictures of their experience with as many of the topics as appeal to them. The sex and approximate age of pupils and teacher should be stated in each case, also the locality in which the observation was made.

1.—If you have ever done any personal work in connection with your teaching, which put you in more sympathetic relations with your pupils, such as: taking walks, going on nature study or other excursions, playing games, visiting, organizing societies or clubs, etc., will you kindly give an account of what you did, and what the results were (a) upon individuals, (b) upon the spirit of the class, and (c) upon school discipline?

2. Will you give an account of one or two cases of discipline either suffered, inflicted, or observed by you that led to a more personal relation between teacher and pupil with permanent improvement on the part of the pupil?

3. Have you ever seen any great improvement on the part of a class follow instruction about personal habits, such as, combing hair, blacking shoes, taking baths, etc.? What was the method of the teacher?

4. Have you ever used, or seen employed, any practical method of becoming acquainted with parents and the home life of the child? If you have, will you please describe it and its results?

5. Relate any experience of yours which led you to take an interest in a child who had not interested you before.

6. If you have ever used or seen used any means of creating loyalty to the teacher and the other members of the class, either by competitions with the others, by co-operation in some common enterprise, or by any other means that emphasized common interests, will you please describe it.

7. What sort of a relation do you consider most healthful between pupil and teacher? Does the reserved, stern, yet

kind teacher, or the lenient, companionable one, have the more lasting influence for good?

8. Will you give an account of any case you know where a boy or girl was inspired to higher action by reading or hearing of the life of a great man or woman? Can you give any reason for this influence?

9. Have you ever taught ethics to children, either thru a text-book, by talks, or thru literature or history? What did you do? What is your feeling as to the result?

Those who wish to assist in working out this very interesting and useful line of study may address their answers to Dr. Henry S. Curtis, 507 W. 124th street, New York city.

### Organization Under Unification.

At the first meeting of the new board of regents Dr. Andrew S. Draper submitted plans for the unification and organization of the state educational department. The plan classifies the educational system into three divisions, higher, secondary, and elementary. Each division is to be under the direction respectively of first, second, and third assistant commissioners, each of whom within his scope and under the direction of the commissioner is to exercise the functions of commissioner; their rank to be equal and their salaries \$5,000 each.

The first assistant commissioner will have oversight of all universities, colleges, professional and technical schools, of the execution of the laws concerning the professions, and also of the state library and its allied interests, of the state museum, and of all scientific work carried on directly by the state.

The second assistant commissioner will have oversight of all high schools and academies and of the training of teachers therefor.

The third assistant commissioner will have oversight of all elementary schools and of the training of teachers therefor.

Sub-departments, to be called divisions, are to be created as follows: Law, examinations, inspections, accounts, printing and publications, statistics and apportionments, normal schools, training classes and institutes, libraries, and scientific work and museums, with a director of each, to be nominated by the commissioner with the approval of the regents. All work in the office of the regents of the university and in the former department of public instruction falling within any one of these divisions is to be assigned thereto. In any case of doubt the commissioner is to settle it.

The board of regents, on the recommendation of Dr. Draper, has decided that "appointments under this plan, excepting the assistant commissioners, and the secretary of the commissioner, be made from the officials and employes heretofore in the offices of the regents of the university and in the department of public instruction so far as may seem practicable to the commissioner. Also that the terms of the deputies of the superintendent of public instruction shall end when the assistant commissioners are appointed, and that the employment of all persons now in the regents' office and in the department of public instruction who are not re-appointed under this plan of reorganization by the first day of June, 1904, shall terminate on that day.

In the course of an address to the regents, Dr. Draper called attention to the vast opportunity to unify and increase the efficiency of the educational system of the state. He raised the question whether the school system had not become overcomplex, been overinspected, and whether there could not be afforded a larger opportunity for the exercise of individual initiative, not only by teachers, but by people of localities.

### Bible Reading.

The supreme court of Kansas has decided that "A public school teacher, who, for the purpose of quieting the pupils and preparing them for their regular studies, repeats the Lord's Prayer and the Twenty-third Psalm,



as a morning exercise, without comment or remark, in which none of the pupils are required to participate, is not conducting a form of religious worship or teaching sectarian or religious doctrines."

The case before the court was brought by a parent who claimed that such exercises were a violation of the state constitution, which says:

"The right to worship God according to the dictates of conscience shall never be infringed, nor shall any person be compelled to attend or support any form of worship, nor shall any control of or interference with the rights of conscience be permitted."

President Roosevelt has nominated James Russell Parsons, Jr., secretary of the board of regents, as consul general to the city of Mexico. Mr. Parsons has taken an important part in the development of the public school system of New York state and is widely known among educators. He was consul at Aix-la-Chapelle from 1888 to 1890.

### The Rhodes Scholarships.

Dr. George R. Parkin, representative of the trustees of the Cecil Rhodes scholarships, has arrived in this country to make arrangements for the holding of preliminary examinations in the United States and Canada. The examinations will be held simultaneously in this country and in the Dominion on April 13 at places selected by the various committees in charge of the matter.

In discussing the scholarships shortly after his arrival, Dr. Parkin said: "The trustees of the scholarship fund are simply feeling their way, and the method of selecting the first scholars may not be good for all time. During the last year we have been receiving suggestions on the matter of examinations from all of the leading educators in the English-speaking world, and now we are trying to work out the substance of those suggestions. We first want to make sure that the men who get the scholarships are qualified to enter Oxford according to the Oxford standard.

"America is a world power, and she now must have men with world knowledge to represent her abroad. Oxford is the place where those men will get that training which will fit them to stand with the statesmen of other great countries.

"Mr. Rhodes's great pursuit was the peace of the world. He said that if we understood each other—England and America—and if Americans began to see that English universities were not filled up with medieval rubbish, and that there was something in a monarchy as well as in a republic, it would be for the good of the world."

### Consolidation in Canada.

Altho Canada has only begun to take up the plan of consolidating schools, it has worked out a system which includes many excellent points. The plan is in use at Middleton, Nova Scotia, the first province of the Dominion to put consolidation into operation. It is as follows: Eight rural districts have been formed into a consolidated district for three years together with the village of Middleton. Each district retains its identity by having one representative on the school board while the village has three members. The school board has charge of the consolidated school and the transportation of pupils. A brick school building has been erected, with a basement and three floors, a barn to shelter the horses and wagons, and a school garden. The consolidated district has been divided into eleven routes of from two to six miles in length.

#### Rules for Administration.

The by-laws governing the administration of the district are:

The school will open at 9:30 A.M. and close at 3 P.M., with one hour intermission at noon, and fifteen minutes for recess in the forenoon.

No non-resident pupils will be carried in the wagons.

Non-resident pupils presenting certificates of good character will be admitted to grades 1, 2, 3, and 4 upon payment of six dollars tuition, and to grades 5, 6, 7, and 8 on payment of \$8 per year, and to high school grades on payment of \$10 per year.

Wagon drivers are to wait not longer than two minutes for any child, and are to arrive in the morning not less than ten minutes, nor more than thirty minutes before the time for opening school.

The wagons are to be ready in five minutes and start not more than fifteen minutes, after school closes for the day.

The drivers are to exercise the same care for the children's physical and moral welfare while in the wagons as the teachers when they are in the schools, and each is held in bonds of \$500.

These consolidated schools are to make a special effort in the teaching of nature study, manual training, and household science. The teachers have been carefully trained with this end in view. Eleven selected teachers were sent to this country to study our schools. They took special courses of study at Chicago, Cornell, and Columbia universities. They have returned to Canada and will organize consolidated schools in five of the provinces.

### Temperance Education in England.

A movement inaugurated by physicians is now on foot for the adoption by Great Britain of the educational method against drink. About the middle of January, according to the *British Medical Journal*, the Council of the British Medical Association, thru a committee of its members, asked every registered physician in England, Scotland, Ireland, and Wales to unite with them in signing a petition for the compulsory study of the laws of health including elementary instruction on the nature and effects of alcohol. This petition, which late advices from England show has already been signed by nearly 15,000 practitioners in all parts of Great Britain, states as its *raison d'être* the facts, that as members of the medical profession, the signers have constantly before them "the serious physical and moral conditions of degeneracy and disease resulting from the neglect and infraction of the elementary laws of hygiene," that "much of the degeneracy, disease, and accident with which medical men are called upon to deal, is directly or indirectly due to the use of alcohol, and that a widespread ignorance prevails concerning not only the nature and properties of this substance, but also its effects on the body and mind."

The petition reviews at some length the steps taken in other English speaking countries toward securing such instruction, namely, Canada, Australia, Natal, and especially in the United States where, the petition says, the "whole question is dealt with still more completely."

In view of the fact that this instruction is legally compulsory thruout the whole United States and that its opponents have vainly tried to abolish such legal requirements, and to postpone all teaching concerning the nature and effects of alcoholic drinks until the later school years, it is interesting to note the emphasis laid by this petition of British physicians upon the necessity of having the instruction compulsory and given at an early age. The signers state that under the present school arrangements in Great Britain health instruction is permissible but, they add:

"By this method effective instruction is given to a small proportion of the pupils only. This does not appear to us to be adequate. We believe that it should be compulsory and be given at a much earlier age than at present. . . . We would urge the board of education of England and Wales, the Scotch educational department, and the Irish educational authorities to include in the simple hygienic teaching which we desire, elementary instruction at an early age on the nature and effects of alcohol. . . ."



# The Professional and Financial Side.

By William McAndrew, New York.

## Well Said, Doctor!

In some families things must be pretty serious before the doctor is called. Yet the physicians are looking into education. The Kings County Medical Association of Brooklyn has published several addresses on school subjects. Dr. S. Wier Mitchell has just addressed the Philadelphia teachers. Now comes Dr. J. G. Atkinson with a paper for this department of *THE SCHOOL JOURNAL*.

Dr. Atkinson says some uncomplimentary things about some teachers. He is evidently among those who doubt the advisability of pampering the teacher with praise while keeping her pay down to starvation figures. He is right. Why should we forever be referred to as the hardworked teacher, the faithful teacher, the burdened teacher, etc.? It gives us that martyred air which more quickly annoys and tires the average American citizen than any other circumstance could do. Whatever happens, let us not ourselves whine, and let us try to stop others from whining for us. I am a school teacher but I knew what teaching meant before I became one. It is a thoroughly interesting and serviceable occupation. I mean to like it. An ordinary exercise of self management, gumption, practical hygiene, and mental science will make its work, its burdens, and its faithfulness no more exhaustive and fully as satisfying as working on a farm, in a store, or in a bank. So abandon the patronizing air and the pitying tone when you speak of my calling (trade or profession, whichever it may be). The actual number of us who have died from overwork or from starvation or from faithfulness has not been demonstrated to exceed the proportion of sailors, hod-carriers, bank clerks, or clergymen who have so perished. As individuals we have no more claim upon the public than any other beggars. The assertion made in these columns from time to time; the policy, in fact, of this department,—is that the educational service itself is the vital thing.

This is what needs attention. It is now practically as good as it can be made for the money put into it. That it is not good enough for Americans is a claim so common that Dr. Atkinson's reiteration of it excites no surprise. We all used to deny and answer back all the charges of inefficiency brought against education. We don't do that any more. We admit them. What does the public expect for \$320 a year? Will you look for the best services from persons paid the least? Don't whip your horse if he staggers. Look to his feed box.

But this was to be Dr. Atkinson's discussion. It is refreshing to find a citizen and a parent, not a teacher, so interested in that feature of school reform which lies back of the ordinary complaints. The usual parental communication is that the teacher cannot teach spelling, or avoid sarcasm, or control her temper. Here is a man who would think it remarkable that a woman could do this on \$320 a year. We have not the pleasure of your personal acquaintance, Dr. Atkinson, but for diagnosis and prescription for the educational patient we beg leave to rate you excellent plus.

## Dr. Atkinson's Diagnosis.

Life consists of something more than working. Generosity, hospitality, and equality of opportunity are and should be as much desired by a teacher as by anyone else. I have seen and experienced "respectable poverty." I can tell you all about the discipline of it. When it comes as the result of extravagance or foolishness, take it as a medicine and take it like a man. When it comes at the beginning of your career accept it as the way of nature to weed out the unfit and to leave only the worthiest to receive the higher rewards. But don't

permit any long-faced hypocrite of a school trustee to go unanswered when he says low salaries are good for teachers because of the moral discipline ensuing. That is like advising self-denial of food to the cow that gives milk for your children. Public schools are not maintained for the purpose of permitting teachers to discipline themselves by plain living and high thinking. Schools are for the children,—our children. It is a fool thing to let the question of how little a teacher can be hired for influence the bringing up of our children. I conceive the public when hiring a teacher to be in the position of a widower with children whom he loves and whom he wishes brought up in the best manner. He should not haggle over the wages of a housekeeper; he should rather seek a fine, intelligent, whole-hearted woman and in no wise stint the love, respect, and allowance he bestows upon her, giving her the honor of his name and devotion. Upon its teachers, who are the foster mothers of our children, we citizens should bestow more than generous respect and reward. The present condition of teachers in America narrows their views of life. Unquestionably the average teacher's influence upon others is not healthy, far less is it ennobling or inspiring. We do not seem to understand that living under such influences is not going to make our children what we want them to be.

I have brought three boys thru the public schools. I have made the personal acquaintance of most of his teachers. In three or four cases, these women were independent, wide-awake, enthusiastic lovers of their work, able to converse with me with interest and with profit to myself upon the needs of my sons and the lines which should be followed out with them. Of all the other teachers none appeared to speak with any real confidence based upon any skilful knowledge either of teaching or of boys. Knowing what their monthly salary is I can not wonder at their inefficiency or expect any greater expertness. They are women who have a certain knack of making boys keep still, a style of bravado with a protesting parent, and a reliance upon our notorious American disinclination to make a fuss. I say that the teaching my boys have received in our public school is not broad, nor exact, nor interesting, nor inspiring. I say that the majority of the teachers they have had are not such as I would voluntarily select for social companions either for my sons or for their mother. But they are very much better than I would expect to secure for the money and for the scant respect paid them, and they do very much better than I could do if I were compelled to live as they do.

## The Best Talent Could Be Had.

This is our fault. We can have the very best talent of our city in our school-rooms. I have in mind one young man making a fine living as a lawyer. Of the charity plays which our dramatic society gives each winter he is manager. At rehearsals you can see that he is a remarkable teacher; he is quiet, inspiring, appreciative, and resourceful; above all he gets things done. I think of other brilliant men in our little city, some of whom excel in exposition, interesting presentation, and masterful management. Sunday schools discover some remarkable talent in the matter of bringing out and guiding discussion. But none of these are following as a career what they can do so well and what they evidently enjoy. The reason is that we do not make it an object for talented people of this sort to become professional teachers. Only to those engaged in the universities do we show sufficient honor to make the honor appreciable. Men of wealth will and do aspire to university professorships. Women of means will and do marry university professors, but the critical places where

we need good teaching: the schools that hold our children in their formative periods, these places we fill with women at wages barely sufficient to keep soul in body from month to month.

These must be narrow-minded women. The work they do, the people they meet, the lives they lead are narrowing influences. The effect upon the children is narrowing. The effect upon the country is narrowing.

Were I a Carnegie, desirous of distinguished service to my native Dumfries, I would first double the pay of every teacher in the place. I would watch the effect upon the personal teacher. Those who showed realization of their increased opportunities, who improved themselves by summer study, who came out into the higher life of the town I should retain. I should lead them to expect as high a standing in respect and in living as their talents and efforts would bring in any other pursuit. The others I should supplant by more talented and more industrious persons. My policy would be to get the best influences possible for the Dumfries children in their most susceptible years. I could not get this unless I attracted from other interests the best capacities for teaching the young.

I take it that any American city experiencing educational reform will reach it in a similar manner. The teachers already at work will need to be tried under the new conditions of higher pay and demands for more effective service. The weeding out process will need to be just and effective. The establishment on a new basis will need to leave no doubt that the schools are to be conducted for the children and for no other interests.

It is possible that a superintendent of schools might bring a small and prosperous town to a condition of this kind. I think, however, that the experiment will first be tried by one rich man who will endow an experimental school or school-system essentially the same in equipment and organization as the public schools but exhibiting a correction of our public schools' fatal error: the assumption that the cheapest labor is good enough to fill teaching positions. I shall expect to see him use the same sagacity as in organizing a business: the sense to get the best men. I shall expect to see him take measures to keep them in such circumstances as will enable them to maintain efficiency. If the exercise of generosity and hospitality mellows one's nature I can see very strong reasons why teachers should be able to exercise generosity and hospitality. Whatever, more than work, the higher life consists of, the teacher in the satisfactory school must have an opportunity to get. I should value your comments upon this hurried expression of my opinion if you deem what I have said worthy of a place in your columns.

—JOHN GRAY ATKINSON, M. D.



### Salaries in Spain.

In Spain the teacher is recognized as a type of poverty. On the stage, for example, if it is desired to represent a poverty-stricken wretch, the teacher is the type sometimes employed. It is stated that a clever beggar in Madrid makes a much better living than the schoolmaster. The average annual salary of the Spanish teachers is given as 188 pesetas, or about \$38. We are asked to believe that in some villages the teacher receives five cents a day. Since some more fortunate members of the profession receive up to \$70 a year, the average wage given would seem to be correct. As a result of these salaries there are always a large number of schools without teachers. Candidates for starvation apparently are not numerous.

In 1902 the number of vacant positions in the schools reached 12,205, of which 5,619 were caused by resignations. Last fall more than 3,000 places could not be filled, and in many villages the shop people took up the task of instruction.

### A Reading Circle Exhibit.

Among the exhibits at the palace of education and sociology at the St. Louis world's fair, those concerning the Teachers' Reading Circle work of various states will be of special interest, since the Teachers' Reading Circle is a peculiarly American institution, and does not exist in all the states. The work of this organization within the past twenty years has been marvelous. It has brought into existence a pedagogical literature which was scarcely foreshadowed when the reading circle began.

The Teachers' Reading Circle exhibit of South Dakota will perhaps attract the most attention, since that state has the reputation of being the model in the matter of reading circle work. The following are some of the features of the South Dakota Teachers' Reading Circle which have given it its claim to superiority among the reading circle states:

1. The Teachers' Reading Circle organization is established by law as an integral and permanent part of the state school system. This fact makes it the duty of the state superintendent to manifest an active interest in promoting the work.

2. A state appropriation is made to meet the expense of conducting the work properly.

3. The work for each year includes both the lines of professional study and general culture. Psychology is recognized as the basis of practical pedagogics; and for this reason it recurs frequently in the course, being followed in succeeding years by studies in method, school management, etc. This plan has been adhered to from the beginning. For the general culture work the teachers have taken up each year the topic most opportune. South Dakota led in literature study on the plan of the Committee of Ten, and was the first state to take up the study of sociology. It was likewise the first to take up the study of morals; and in arranging its work for the coming year, it is now the first to take up ancient history on the plan of the Committee of Seven.

4. The work of the Teachers' Reading Circle of South Dakota is not merely reading, but careful study. Certificates of credit are granted only upon examinations regularly held. The diploma, which is given for the completion of four years' work, has thus a real value.

5. Continuity of plan and purpose have been secured. The membership of the board changes but slowly, and there are nine members. From the beginning, eighteen years ago, there have been but two secretaries. Prof. W. H. Dempster, of the State Normal school, gave to the duties of this office the assiduous work of sixteen years, without interruption. Prof. J. Jones, Jr., who succeeded is carrying on the work with the same zeal.

6. The teachers in South Dakota are apt to continue in the work thruout their period of services in the school-room. Some members have belonged to it eighteen years. After the diploma has been earned by the work of four years, special seals are granted to those who continue, so that full credit is received for all work.

7. The South Dakota Teachers' Reading Circle board has not bound itself to an arbitrary maximum price per set of books for a year. Generally the price per set is \$2.00, as in most other states. But where a line of work in any particular year is desired for which this sum cannot procure books which are really satisfactory in size and matter, the teachers of the state have been satisfied to pay a higher price. This has happened in several instances, as in the present year.

The South Dakota Teachers' Reading Circle exhibit at the palace of education and sociology will set forth this work of all the years, and the method of conducting it, and will exhibit likewise the books which have constituted the course for this period. The exhibit will be instructive not only to visitors from other states, but also to the critics from abroad who are studying American educational institutions and who will see in this plan for home work in professional and general culture an exceedingly valuable feature.



## The Educational Outlook.

Dr. Andrew S. Draper took his oath of office as state commissioner of education on April 1. He has announced that he will make no immediate appointments.

John D. Long, ex-secretary of the navy, is to serve as president of Boston's new three-million-dollar trade school. The institution was made possible by the will of the late Arioeh Wentworth. The state has issued a charter to the school, which will be known as Wentworth Institute.

The faculty of Johns Hopkins university recently conducted an examination on the knowledge of the Bible possessed by some eighty students. Only one of the number could identify two quotations from the Scriptures.

Commissioner of Education Lindsley, of Porto Rico, recently arrived in New York. The object of his mission here is to procure funds to bring 600 Porto Rican teachers to our summer schools.

Ambassador Tower, the United States representative at Berlin, recently presented the New York Geographical Society's Cullom medal to Dr. George von Neumayer, director of the Hamburg Nautical Observatory. The gift was made to reward Dr. Neumayer's discoveries on his expeditions to Australia.

Abbott academy, at Andover, Mass., has received \$40,000 to found an art museum. The fund was a bequest of the late Mrs. Esther Byers, of Andover.

Prof. T. D. Seymour, of Yale university, the author of Seymour's "School Iliad" and other Greek books published by Ginn & Company, has been elected an honorary member of the British Society for the Promotion of Hellenic Studies.

The Rev. John Gordon, ex-president of Tabor college, Iowa, was inaugurated president of Howard university, Washington, D. C., on March 30. President Roosevelt sent a letter of congratulation.

On March 30 the teachers of Jamestown, N. Y., united in honoring the birthday of Mrs. Sarah L. Hall. Mrs. Hall has completed her fiftieth year of school teaching and her birthday was celebrated as the half century of her work.

### Training of Delinquents.

For several years a few persons interested in the education of backward children have met for discussion of problems connected with the subject. The informal gathering has grown, and as a result the first national conference on the education of backward, truant, and delinquent children is to be held in Portland, Me., on June 13, 14, and 15.

A general list of topics will be discussed, and a symposium will be conducted for the consideration of questions of general interest. The following subjects will be taken up formally:

The modification of the public school curriculum necessary to make it best adaptable to the special classes under consideration.

The place of manual training in schools for these classes and how far should it be instructive and how far simply constructive.

The special necessity for physical training in such special schools and the educational advantages if any, both mental and moral, of military drill and gymnastics.

How best to impress moral truth and how far shall the work be done by direct teaching and how far by indirect influence.

The advantages of boarding schools, if any, over day schools and how much

preparation is advantageous for children who are to be placed in free homes.

Diagnosis of the truant child, physical and mental.

F. H. Nibecker, superintendent of the House of Refuge at Glen Mills, Pa., is chairman of the committee which has the convention in charge.

### The Southern Question.

A notable address at the recent meeting of the Southern Indiana Teachers' Association was delivered by Pres. Charles W. Dabney of the University of Cincinnati, on the "Educational Needs of the South." He said:

"The war not only freed the black man, it freed the white man as well. It made a way for the small farmer, liberated the poor white man from the bonds of a semi feudal system, and established both for the first time in full citizenship. It also freed the minds and spirits of the aristocratic classes, and, by throwing them upon their own resources, made them a stronger and a better people.

"Our desire is that some plan may be adopted which shall make the wealth of the whole nation contribute to the education and general social improvement of all peoples, who, by reason of their poverty, their isolation, their race or recent condition of servitude, or from any other cause, have not been able to take their place in the grand army of American citizenship or to catch step with the march of modern progress.

"Every intelligent Southerner now believes that the right kind of education makes the negro a more thrifty, a more useful, a more moral, and a more law-abiding citizen, as it does every other man. Every Southern state is committed by its constitution and laws to the principles of negro education, and in their legislatures and courts they have so far succeeded in resisting all proposals to divide the school funds. In fact, the disfranchisement acts are all working to compel his education. The Southern people will be fair to the negro in these matters. Any other course of conduct will not only dishonor, but will injure their own race."

### Physical Training at Exposition.

The American Physical Education Association is to hold its next meeting at St. Louis, from August 25 to August 31. In connection with the meeting the exposition authorities have offered six gold medals to be awarded for the six most valuable articles on such physical training subjects as the association may designate. A committee appointed by Dr. Luther Halsey Gulick, president of the association, has formulated the following explanation for the awarding of the medals.

The jury of award is to be free to award medals for papers on widely different or on closely related subjects according to the merits of the papers. The subjects will not be designated by the committee, but will be the free selection of the authors. The papers may deal with any subject directly or indirectly connected with physical training as long as the problem treated is definite, limited, and conforms to the general purpose of furthering accurate thought and spreading knowledge on physical training.

The following subjects are suggested as containing suitable subjects for articles: The scientific foundation of physical training,—the mechanics of motor activity, the physiology of exercise, the psychology, of pedagogy of motor activity; the principles of physical training as based on mechanics, physiology, psychology and pedagogy; individual differences, physical diagnosis and prescription; the technical aspect of physi-

cal training, selection, organization, classification of exercises, construction, equipment, and administration; the history and bibliography of physical training, aims and present status, the sociological relation of physical training and its ethics. Papers are to be sent to Dr. Luther Halsey Gulick, 236 Willoughby avenue, Brooklyn, N. Y., before August 1. Any desired information may be obtained from him.

The Physical Directors Society of the North American Gymnastic union will meet on July 1, 2, and 3, at the exposition. It is expected that the College Physical Directors Society will meet on August 22, 23, and 24.

During the first four weeks in August there will be courses of ten lectures on various phases of physical training. The courses and instructors will be: "Organization and Conduct of School Games," Dr. E. H. Arnold; "Adaptation of Physical Exercises to the Modern Conditions of Life," G. W. Ehler; "Some Recent Advances in the Science of Physical Training," Dr. C. W. Crampton; "Physiology of Exercises," Dr. F. A. Schmidt, Bonn, Germany; "Artistic Anatomy from the Standpoint of Physical Training," Dr. R. H. T. McKenzie; "History of the Playground Movement in Europe and America," Dr. H. S. Curtis; "The History of Mucular Movement in Its Relation to the Human Evolution," C. H. Watson; "Civilization as Relating to Health, Particularly the Health of Children," G. Stanley Hall; "Dancing in Its Relation to the Physical Training Curriculum," Dr. W. C. Anderson; "The Theory of Developmental Gymnastics," Jacob Bolin; "The Organization and Administration of Physical Training," Dr. J. E. Rayeroff; "The History and Ethics of Physical Training," Prof. C. M. Woodward; "Divergent Defects of Uniform Physical Training Upon Different Individuals," Prof. C. W. Hetherington; "Play in Relation to Education," Supt. G. N. Johnson; and "The Treatment of the Feeble-minded with Special Reference to their Education in a Public School System," Dr. D. F. Lincoln.

### Dr. Skinner's Letter.

State Supt. Charles K. Skinner, immediately before the inauguration of the new educational system, addressed the following letter, to educators of New York state. He congratulated the state on the change and expressed his appreciation of the support he has received from educational circles. The letter read:

It is my pleasant duty to announce that under the provisions of the new educational law, President Andrew S. Draper will assume the office of commissioner of education on the first day of April. The office of state superintendent of public instruction will on that date cease to exist. Friends of education will rejoice in the advent of educational peace which this wise enactment of the legislature insures, and are to be congratulated that the educational interests of the state will be administered by one who by his untiring industry, close study, and devotion to his work has won for himself so high a place among the great educators of the country.

President Draper needs no introduction to the educational forces of this state. Teachers and school officers are familiar with his distinguished service in his own and other states. His efficient administration as state superintendent of public instruction from 1886 to 1892 marked a new era in our educational history. In the solution of educational problems, which now confront us, he will bring to his work a ripe judgment based upon broad experience, and



I am very confident that he will receive your earnest co-operation and hearty support.

After a period of activity and usefulness covering nearly a century, this department will in the future form a part of the wider and greater department of education. Its history is a part of the history of our commonwealth. It has stood for progress, for high ideals of educated citizenship, and, consequently, has been firmly anchored in the affections of the people.

After eighteen years of service with educational workers, I can not take leave of the high office of state superintendent without expressing my profound and grateful appreciation of the loyal support of teachers, school officers and patrons, and of their many words and acts of encouragement, approbation and sympathy. Wherever I go, and whatever I do, I shall always carry with me the pleasant memory of helpful associations and abiding friendships.

### New York's College Department.

The director's report of the college department of the University of the State of New York for 1903 has gone to press. By means of summaries and tables it presents a comprehensive view of the progress of higher, professional, and technical education for the past year and decade.

The growth of higher institutions associated with the university is shown by the statement that, in 1903, such institutions numbered 120, the instructors, 3,871; the students, 39,718, net property aggregated \$86,375,792, and expenditures were \$10,061,269, the increase since 1893 having been twenty-seven in institutions, 1,659 in teaching force, 17,885 in students, \$31,387,039 in net property, and \$5,268,282 in yearly expenditure. The advancement of New York professional schools in force, attendance, equipment, and endowment in ten years constitutes an interesting chapter in the history of education, which is also illustrated in this report.

The advancement of commercial education in New York state appears from the statement that the thirty-one business schools in 1903 had property valued at \$436,909, and equipment worth \$158,282, with 265 teachers and 13,546 students, of whom 6,386 were women. Four-year commercial courses are maintained by forty-one high schools and academies. An interesting feature of the report is a graphic illustration of the contributions made in gifts and bequests by residents of New York state to elementary, secondary, collegiate, professional, and technical education. The relation of this amount for ten years, \$136,682,634, to the total of gifts and bequests made in the same period in the United States, \$381,241,092, is illustrated by a representation of two spheres of pure gold, one within the other. The sphere which would represent the gifts and bequests of the United States would have a diameter of twelve and a half feet and would weigh 770 tons. New York's sphere would have a diameter of 8.9 feet and would weigh 276 tons.

### From Missouri.

The public schools of St. Louis cost last year for current expenses \$18.30 per pupil enrolled; those of Kansas City, \$20.80; of St. Joseph, \$15.70; of Springfield, \$8.40; of Joplin, \$10.80; of Sedalia, \$13.20; of Hannibal, \$13.50; of Carthage, \$13.80; of Webb City, \$9.70; of Independence, \$15.60; of Nevada, \$12.65; of Moberly, \$14.15. These are the twelve largest city systems in the state. The average cost in rural districts for same purposes is \$6.15 and in cities and towns is \$14.40. Including new buildings, the average cost per pupil enrolled is \$7.00 in rural districts and \$18.00 in cities and towns.

There are more than three hundred

communities in Missouri that could provide excellent two years' high schools, that do not now offer high school opportunities. As a rule, these communities center around villages, trading points, or groups of churches. A consolidation of four or more school districts would enable the new district, without much if any increase in tax levy, to maintain the same number of elementary schools as are now maintained and, in addition, a central high school. Such an arrangement is provided for by law and it will do much to stimulate the work in the rural schools and encourage the boys and girls on the farm. It will furnish a means of uniting the community educationally and of cultivating local patriotism. It will make a more desirable place to live and enhance the value of property. Several such districts have been formed in our state and others will be determined at the April school meetings.

### Business Educators Meet.

Broad principles of business education were discussed at the eleventh annual meeting of the Eastern Teachers' Association held at New York university March 31, and April 1 and 2. Teachers representing more than 100,000 pupils were present at the meetings which were presided over by Dr. H. M. Rowe, of Baltimore. Dean Joseph F. Johnson of the New York university school of commerce, accounts, and finance, welcomed the members of the association. He said that the organization of giant corporations and great railroad combinations had produced a demand for accountants of greater training than have yet been known.

President Rowe pleaded for the establishment of "The American Institution of Commercial Schools," at Washington, to undertake a general supervision of all the business colleges in the country and to standardize their courses, so that students forced to move from one city to another may continue their studies unbroken.

"English as a factor in the training of a business man" was discussed by Dr. Charles Davidson, inspector of English of the University of the State of New York. A stenographer, he said, should be able to correct errors in dictation, and the value of such an employee is enhanced when he or she is able to write out a letter after being told the substance. Such ability can come only from the systematic study of English, to which at least an hour a day should be devoted.

A. R. Haskins, auditor of the American Cigar Company, spoke on "Wherein the Commercial Teacher Fails to Prepare the Student for Actual Office Work." He said: "The failures so frequently made are due to one thing—trying to do too much. You try to do too much with the time and material at your disposal. Teach a student one or two things well before allowing him to take up many. The prime quality of business training is thoroughness, which should be instilled first of all."

The officers in charge of the meeting of the association were: Pres. H. M. Rowe, Baltimore; vice-presidents, Court F. Wood, of Washington, D. C.; W. L. Anderson, Boston, Mass.; and Cheesman A. Herrick, Philadelphia; sec., A. S. Heaney, Providence, R. I.; treas., M. D. Fulton, Albany, N. Y.

There are those who advocate the treatment of malarial fever without quinine, and, while we are not in a position to argue the question, it has often occurred to us that the cases treated with antikamnia in connection with quinine recovered more rapidly than those treated without antikamnia. A five-grain antikamnia tablet every three hours, given in connection with quinine, will prove this.—*Medical Reprints.*

## [Chicago Items.

The Chicago board of education has passed a number of resolutions concerning salaries. A more equitable adjustment of salaries for the normal school has been adopted. An arrangement has been made by which head assistants of certain classes may not find themselves discriminated against by the working of the old rules. Another rule has been passed by which no promotion to a higher position which demands four months' service as substitute preparatory to regular election shall diminish temporarily any salary.

Supt. E. G. Cooley, of Chicago, has been given permission to inspect such schools, wherever located, as he may think necessary; to be absent such time as may be necessary; and to go to such expense as may be required.

Chicago has established manual training centers at the Darwin, Drake, Crerar, Stowe, and Shields schools. Household art centers have been arranged at the Franklin, Talcott, and Medill schools.

An effort is being made to have the assembly-rooms in the Chicago schools placed on the ground floor. An assembly-room in the top of a building is considered unsafe in case of fire.

The Chicago Principals' club has elected the following officers: Pres. G. A. Osinga, Jame Otis school; Vice-Pres., Edward C. Rossetter, Medill school; Sec'y, Charles W. Minard, Marquette school; Treas., C. L. Scudder, Morris school; Cor. Sec'y, Harriet N. Winchell, Tilden school; Ex. Com., G. A. Osinga, Charles W. Minard, C. L. Scudder, Grace Reed, George W. Davis, and Mary E. Gilbert.

On June 27 and 28 the Chicago board of education will hold examinations for licenses to the following positions: principals and teachers in elementary schools, teachers in high schools, teachers in kindergartens, teachers of manual training in elementary schools, teachers of sewing in elementary schools, teachers of the deaf, teachers of drawing in elementary and high schools, teachers of physical culture, teachers of manual training in high schools, and family instructors in the Parental school.

Mary E. Baker has resigned her position as principal of the Farragut school, Chicago.

## Recent Deaths.

Dr. William Latham, until recently professor emeritus of history, moral philosophy, and civics at the Indiana institution for the Education of the Deaf, died on April 5. He was the oldest teacher of the deaf in this country, having been engaged in the work fifty-two years.

Thomas Boese, clerk of the New York city board of education from 1853 to 1874, died on March 24. He was closely associated with the founding of City college and the Normal college. He was also a prominent worker in the campaign for the abolition of corporal punishment.

Frank H. Brinker, an instructor at Nazareth Hall military academy, Pennsylvania, died on April 1. He was a graduate of Lafayette college.

The Rev. Dr. Allan D. Brown, ex-president of Norwich university, died on April 2. Dr. Brown retired from the presidency of the university last summer owing to ill health.

Frederick Augustus Chase, for more than thirty-one years professor of science at Fiske university, Nashville, Tenn., died on April 2.

## In and Around New York City.

The next regular meeting of the New York Educational Council will be held at New York University, Washington square, on Saturday, April 16, at 10:30 A. M. Supt. Thomas M. Balliet, of Springfield, Mass., will speak on "Educational Problems of To-day."

Dr. Elgas has suggested the organization of evening trade schools after the manner of those in Springfield, Mass., where instruction is given in machine-shop work, tool-making, plumbing, pattern-making, etc.

The Associated Local School Boards are to hold their first annual dinner on April 28. Mayor McClellan, Borough Presidents Littleton, Haffen, Cassidy, and Cromwell, President Rogers, of the board of education, and City Superintendent Maxwell will be among the invited guests.

The efficiency of the fire drill was demonstrated recently at P. S. No. 5 in the Bronx. Fire broke out in a dressing-room of the primary department during the school session. The fire alarm was sounded and with military precision the 1,800 children marched out of the building. There was not the slightest appearance of disorder and no excitement. The fire was extinguished with a loss of less than \$250.

Dr. James P. Haney is giving a series of lectures on design to departmental teachers. These lectures review the theory and practice of design as the subject is taught in the seventh and eighth grades. The lectures still to come are: April 21, "Analysis of Elements of Line and Mass Which Make for Unity in Design;" April 28, "The Derivation and Use of Conventional Elements in Design;" May 5, "Use of Color in Design, and the Teaching of Color Harmony."

Miss Emma L. Johnston was installed principal of the Brooklyn Training school for teachers on April 4. Chairman Babbott of the high school committee presided. Short addresses were made by President Rogers of the board of education; Chancellor MacCracken, of New York University; City Superintendent Maxwell, Miss Johnston, and Commissioners Greene, Harkness, and Collier.

Preparations for the celebration of the 150th anniversary of the founding of Columbia University are nearly completed. The dates for the exercises are Oct. 28, 30, and 31. The program includes a student celebration, a service of praise and thanksgiving, and the laying of a cornerstone of a new dormitory. A university convocation will be held in the gymnasium at which President Butler will deliver a historical address.

The establishment of six free evening classes in French by the Alliance Française has proved a great success. To extend this work of promoting the understanding of the French language the board of directors of the Alliance has voted to contribute to the creation of an "Ecole Maternelle Française," open to all children without any distinction of nationality or religion.

The management of this enterprise will be under a commission, of which Prof. Benjamin D. Woodward is at the head. The directors have voted to open a subscription to raise the \$3,000-\$4,000 necessary to meet the first expenses of the establishment of the Ecole Maternelle. Subscriptions are received by the treasurer of the Alliance Française. Mr. Robert J. Hogue, 32 Varick street, New York City.

The department of fine arts of Pratt Institute announces an exhibition of water color paintings by Mr. Ross Turner during April. The art gallery is open both day and evening.

The twenty-third annual commencement of the New York Trades school was held on April 6. Certificates of graduation were awarded to 177 young bricklayers, plasterers, plumbers, electricians, pattern-makers, house and fresco painters, steam and hot water fitters, blacksmiths, printers, carpenters, sign painters, and sheet metal cornice workers.

R. Fulton Cutting, president of the board of trustees; John Beattie, president of the General Society of Mechanics and Tradesmen, and Pres. Alexander C. Humphreys made addresses.

City Superintendent Maxwell will conduct examinations for admission to the training schools for teachers, from June 13 to 20. Every candidate must be a graduate of a high school and at least seventeen years of age. The subjects included in the examination are: English, algebra, geometry, history, civics, physiography, drawing, botany, physics, chemistry, Latin, Greek, German, French, and Spanish.

Mayor McClellan has approved the bill giving power to the board of education to enter into contracts with street railway and elevated road companies for the transportation of school children in congested districts to other less crowded schools. The bill was unanimously approved by the board of education.

### Method of Rating.

The present discussion on the rating of teachers in New York City has been somewhat complicated on account of an indefinite knowledge of the method of making ratings. A brief account of the system may prevent inaccurate statements in the future. Three distinct blanks are provided for recording teachers' ratings. The first of these is made out by the principal each term, the second by the district superintendent each year, and the third is prepared from these records when the service of teachers is to be approved. The third blank is most complete and shows the name of the teacher, school, district, grade, schedule, years of service, previous action and record of teacher.

The teacher's record upon which action is to be based includes the ratings of the principal in instruction and in discipline for February and June for each of the last five consecutive years, the district superintendent's annual ratings for the same period, and the teacher's attendance, days absent, and times late, during the same number of years.

Teachers are rated on character of instruction and on discipline. For such teachers as are marked non-meritorious, provision is made on the blank for ratings on teaching ability, scholarship, and effort under the general head of instruction; and on personality, control of class, and self-control under discipline.

The following marks are used: Meritorious: A, B+. B. Non-meritorious: C (inferior), D (deficient).

### Ettinger System for Part-Timers.

A new system of part-time classes, devised by Prin. William Ettinger, of P. S. No. 147, is to be tried thruout the city. The system, which has been on trial in a few schools, will be adopted formally by the board if it continues to meet with success. It requires that the two classes using one school-room attend school twice during the day. Class A occupies the room from 8:30 to 10:30 in the morning, plays quiet games under the direction of a teacher from 10:30 to 11:30, goes home for lunch between 11:30 and 12:30, and takes its second period in the class-room from 12:30-2:15 o'clock. Class B has the class-room from 10:30 to 12:30, when it goes to lunch. At

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1:30 it returns, plays games until 2:15, when it goes to the class-room, where it remains until 4:00 o'clock.

A careful examination of this system seems to indicate that, for the smaller children, it is more scientific than the full-time system. It gives short periods and long recesses, two conditions generally desirable for young children.

### Teachers of Drawing and Construction.

On May 12 and 13 the board of examiners will conduct an examination for licenses as special teachers of drawing and constructive work. To the teacher of three years' experience, the minimum requirement, the salary paid on appointment is \$1,000. Teachers of four or five years of experience may, if such service is "approved," be appointed at \$1,100; those of six years or more experience at \$1,200. These salaries are increased each year until a maximum of \$1,400 is reached.

The applicants are examined in ability to teach; drawing in charcoal from the cast; painting in water colors from still life; drawing in pencil from the draped model and from still life; orthographic projection and working drawings, and theory and practice of manual training, including methods of instruction in free-hand and mechanical drawing, clay modeling, paper-work, color, and design.

### Checking Building Plans.

The board of estimate has checked the board of education in providing for new schools. Resolutions of the board of education requesting the purchase of school sites have been laid on the table. This action was taken on the technical ground that the requirements of the board of estimate had not been complied with. These requirements were that requests for the purchase of sites must be accompanied by a detailed statement of the necessity for the land. In addition the board of education was requested to state in what order and when the several sites will be utilized.

The board of estimate also refused to allow the board of education to award the contracts to others than the lowest bidder. This prevents any action being taken against dilatory contractors.



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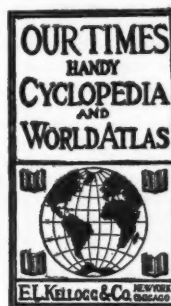
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### Chiefly Literary.

Dr. Henry Sabin, of Iowa, has done a good work in presenting the results of his fifty-seven years of educational experience in a volume entitled, "Common Sense Didactics for Common School Teachers," published by Rand, McNally & Company. Dr. Sabin's service has covered the whole field of public education from the country school to the supervision of all the schools in the state of Iowa. As chairman of the national committee on rural schools, he made a report that has taken a permanent place in the history of education in this country.

D. Appleton & Company announce the publication of Camille Flammarion's "Astronomy for Amateurs," John Henry Comstock's "How to Know the Butterflies," and Charles M. Skinner's "Little Gardens."

Prof. David Eugene Smith, of Teachers College, has been elected a member of the *Comité de patronage de L'Enseignement Mathématique* and assistant editor of *School Mathematics*. Professor Smith has two new books in preparation, a primary and a grammar arithmetic, both of which Ginn & Company announce as nearly ready.

*Scribner's* for April, as usual, is profusely illustrated, the pictures being both colored and plain. The leading article is on "The Architecture of the St. Louis Fair," by Montgomery Schuyler. "Letters from England in 1846-49," by Mrs. George Bancroft, are in relation to Lord Houghton, Lord Macaulay, Lady Byron, Humboldt, Guizot, and other celebrities. Captain Mahan's history of "The War of 1812" is continued. There is much irony in "Mother Goose Annotated for Schools," by Clara Austen Winslow.

*Home and Garden* for April is an extremely interesting number. Of first importance, is an article by E. T. Young on a small formal garden laid out near Philadelphia. Wilson Eyer's unique Mask and Wig Club at Philadelphia is illustrated. There are other articles on Garden Fountains, Villa Campi, Rural Homes in England, and the plans for St. Louis.

A few months ago some officers from a Chilean war-ship dropped anchor off the island of Juan Fernandez, carefully explored Robinson Crusoe's world-famous kingdom, and took a number of photographs. The April *St. Nicholas* will use several of these pictures—to illustrate Francis Arnold Collins's "Robinson Crusoe's Island." As the island is just as it was when Alexander Selkirk landed upon it two centuries ago, these pictures will be delightfully familiar to young and old.

Among the more notable articles in the April magazine number of *The Outlook* include a description of the state buildings at St. Louis: "Some American Trees," by J. Horace McFarland, and an article by Dr. William H. Tolman, director of the American Institute of Social Service, on what may be called the "moral saloons" of England and Scotland.

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Telegram—Make immediate personal application Chappaqua, Westchester county, six hundred fifty; recommended sole candidate. Go prepared to stay. Answer.—To Howard G. Bishop, Portage, N. Y., Feb. 1.

Telegram.—I shall start at once, and reach Chappaqua to-morrow morning.—Mr. Bishop, Feb. 1. Telegram.—Howard Bishop, Genesee graduate, five years experience, makes personal application to-morrow. Fine candidate.—To Mr. Nisbeth, Feb. 1.

Upon my arrival here I found they had other candidates in view, but secured the position. I wish to thank you for the aid you have given me, and hope to merit the confidence you have shown in me.—Mr. Bishop, Feb. 8.

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## At the E. C. T A. Convention

During the convention of the Eastern Commercial Teachers' Association, held two weeks ago to-day in the rooms of the School of Commerce, Accounts and Finance, of New York University, the Manager of this agency was kept busy day and evening among the 250 commercial teachers present, interviewing school officials who wanted good teachers. Several of our candidates were hired. There is a strong demand, which is constantly increasing, and it is sometimes hard for us to nominate a satisfactory candidate, even with our nation-wide acquaintance among the fraternity. Better let us help you before the best shall have been chosen.

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### Miscellany.

So great has been the interest in Prof. George L. Kittredge's contribution to Ginn & Company's November "Text Book Bulletin" that the entire edition of 50,000 copies has already been exhausted and the publishers have been obliged to reprint in order to satisfy the demand. This article of Professor Kittredge's was entitled "Some Landmarks in the History of Latin Grammars," and was unusually interesting from the fact that it was accompanied with reproduction of pages from Mr. Plimpton's valuable collection of Latin grammars.

John Lane's spring list of books contains a large number of new publications. Novels predominate, but there are also books of general literature, poetry, bell-letters, psychology, and rare editions. Several sets of books are especially noteworthy. Among them are "Garden Books" and "Nature Books," which have proved decidedly valuable.

The department of pathology and bacteriology at the University of Chicago announces the establishment of a summer course in "The Principles of Public Health." This is designed to meet the needs of secondary and normal school teachers of physiology and hygiene. The course will be non-technical in character, and will consist of laboratory exercises, demonstrations, recitations, and lectures in those parts of elementary bacteriology, pathology, clinical medicine, and therapeutics of greatest hygienic import. Special opportunities will be given for preparation to teach by the laboratory method.

The New England Conservatory of Music will not hold a full session this summer. The same opportunities will, however, be given, as in previous years, for private instruction in the various musical subjects. There will be lectures and recitals for such students as attend.

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Instruction will be given by professors and instructors from the staff of the University, as well as by Professor Alger, of the University of Michigan (in Education); Professor Baldwin and Dr. Judd, of Yale University (in English and in Psychology, respectively); Mr. C. N. Kendall, Superintendent of Schools at Indianapolis (in Education); and Professor Monroe, of the State Normal School, Westfield, Mass. (in Psychology). Board and lodging may be had in Whittier Hall.

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Income from Interest and rents	\$635,250.10	\$1,394,496.90	\$759,246.80	119.52
<b>TOTAL</b>	<b>\$3,582,766.39</b>	<b>\$7,530,750.84</b>	<b>\$3,947,984.45</b>	<b>110.19</b>
Assets, December 31	\$14,480,480.80	\$33,590,999.39	\$19,110,518.59	131.97
Amounts Insured, Dec. 31	\$83,760,969.00	\$169,668,456.00	\$85,907,487.00	102.56
Surplus, December 31	\$1,020,316.96	\$2,647,491.38	\$1,627,174.42	159.48

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The Summer school of the Art Students' League in New York city will open on June 6. The session gives an opportunity for study to teachers who wish to continue their studies, or to take up new branches, and also to students whose work makes it impossible for them to take advantage of the winter term. The classes will be under the instruction of Mr. George B. Bridgham, who will give criticism on Tuesday and Friday mornings. Sessions will be held daily from nine until one during the months of June, July, August, and September.

D. C. Heath & Company have issued *Exercises in German Composition and Conversation*, by E. C. Wesselhoeft, of the University of Pennsylvania. The text is designed for elementary work in school or college, and consists of anecdotes, with questions in German and English exercises for translation into German.

The Putnams have on the press a book which will be a treat for all nature lovers. This is "Bog-Trotting for Orchids," by Grace Greylo. k Niles.

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J. I. CHARLOUIS, Secretary.  
Dated New York, April 11, 1904.

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